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A Dialogic Perspective on International Learner Engagement in the New Zealand Private Tertiary Environment

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Abstract

This thesis explores heteroglossic engagement and alienation among international learners studying in New Zealand private tertiary establishments (PTEs). Exploring key dialogic moments during classroom discussion I set out to capture the complexity of learner discussion in the classroom environment. Data was generated through a digital video approach involving 360-degree camera footage and mobile eyewear recordings. Using the Bakhtinian dialogic concept of heteroglossia (Bakhtin M., 1981), results reveal the importance of authoritative discourse (AD) in engaging the learners' authorial voice through analysis of centripetal and centrifugal forces. Dialogism proposes alterity as an alternative perspective on alienation, acknowledging the collision of authorial voices within the international classroom. The results aim to assist educators to understand learner engagement and alienation from a dialogic perspective and acknowledge the translanguaging skills that international learners use in authoring their own learning within the multi-lingual classroom.

Keywords related to this thesis include: alterity, authoritative discourse (AD), authorial voice, centripetal and centrifugal forces, heteroglossia, internally persuasive discourse (IPD), international learner engagement and New Zealand private tertiary establishments (PTEs).

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1. Introducing a Dialogic Perspective to Learner Engagement

My interest in international learner engagement, as a South-African born New Zealander, stems from the observation of learners' culturally diverse experiences and approaches to education in the classroom. In my role as a business tutor in a New Zealand private tertiary establishment (PTE) catering for international learners, I noticed several non-English peer-to-peer discussions occurring during class discussions. These dialogues usually took place as side conversations in Punjabi or Hindi, during the question and answer discussions with the tutor. When I asked for clarification on the discussion from my own students, learners assured me that they were discussing the subject material, explaining the content to each other in their preferred language and supporting each other's learning. However, as I could not understand what was being said, it was not clear to me what level of translation and/or explanation was essential in order that learners could engage appropriately with the subject material.

During my experiences within these international classrooms I also noticed several learners used technology support, such as Shabdkosh (Shabdkosh.com, 2003-2017), an online English-Hindi dictionary, to translate unfamiliar phraseology during lessons. The result was a classroom that hummed with simultaneous discussion in which at times only the tutor-learner discussion took place in English. This led me to wonder about the ability of learners to use several languages, and the importance of translanguaging in international learner engagement.

The potential contribution and/or distraction posed by the non-English conversations and technological resources during classroom discussions, and its impact on learner engagement, is the foundation of this thesis. This thesis looks at whether learners are seeking affirmation from each other to aid their comprehension of the subject material in their non-English peer to peer conversations, and to what degree they distract each other and disengage with the subject. The thesis also explores whether most non-English discussions are on task, or about unrelated topics such as learners' personal interests.

Upon introduction to the concepts of dialogic pedagogy in a 2016 paper as part of my Master of Education programme, and especially the approach of the early 1900's Bakhtinian circle to dialogue (Brandist, 2015), it occurred to me that the international classroom discussion serves as a perfect illustration of the framework of heteroglossia (multivoicedness or multilingualness) and the interaction between authoritative discourse (AD) and internally persuasive discourse (IPD) that is found in this construct. The international classroom is an example of multivoicedness in action, and can inform the understanding of international learner engagement. The non-English peer-to-peer discussions are either supporting learning, or distracting learners to the point of alienation from the classroom discussion and/or learning. The main objective of this thesis, therefore, is to cast a dialogic perspective on international learner engagement to explore the forces at work in the interaction between speaker and listener, and how these do, or do not, lead to or facilitate learner engagement. In this thesis, a focus on learning, and the wider concept of learning engagement where students co-produce their own outcome, is acknowledged through use of the term "learner" engagement, although "student" engagement is the more widely used term in the literature.

1.1. Why Study International Learner Engagement?

Based on the increased interest in cross-border education in New Zealand and abroad (Ministry of Education; Ministry of Business, Innovation and Employment, 2014; Council of Europe, 2014), the multilingual environment of the international classroom is the future of tertiary education in New Zealand. Understanding engagement within the context of international learner cohorts is key to meeting learner expectations of higher education (OECD, IBRD / The World Bank, 2007). In the international classroom, speakers of various languages experience complex classroom dialogues that require high-level interactions and engagement from learners. In this thesis, I explore the factors that contribute and/or detract from the international learner engagement within a multilingual classroom. In so doing I set out to better understand the multi-voiced interaction that I had previously witnessed as a tutor. I do so using a qualitative exploration of

student engagement (and disengagement) within interactions during a classroom discussion in the private tertiary establishment (PTE).

Understanding what constitutes engagement for international learners is becoming increasingly important in the growing export education market in New Zealand. Immigration New Zealand approved 57,051 student visas in 2016, with a high number of total student visas issued for learners from non-English speaking countries such as China (21,296), India (10,390), Korea (3,164) and Japan (2,285) (Student Visa Dashboard, 2016). The United States of America (1,686) was the main English-medium country contributing to the growth in export education (Student Visa Dashboard, 2016).

Understanding international learner engagement also relates to meeting student expectations, and the reality of international learners' experience of tertiary education in New Zealand. The New Zealand Government stated their interest in export education in the 2014 *Tertiary Education Strategy*, aiming to double the sector's value to NZ\$5 billion within 10 years (Ministry of Education; Ministry of Business, Innovation and Employment, 2014). This fiscal aim can only be achieved if the Government can gain support for tertiary education organisations to "deliver high quality and internationally recognised qualifications that meet the needs of international students" (Ministry of Education; Ministry of Business, Innovation and Employment, 2014). Education New Zealand in their *Performance Improvement Framework Review* identifies the need to understand the international learners' experiences as an important part of the New Zealand education brand experience (State Services Commission, 2016). They also indicate that they do not have a clear pathway to unlock the international learner experience (State Services Commission, 2016). On this basis, I conclude that the growth in international tertiary education in New Zealand links to understanding learner engagement for multilingual learners in an English-medium environment. By studying international learner engagement this thesis contributes to the general understanding of international learner expectations when studying in New Zealand PTEs.

1.2. The Changing Private Tertiary Establishment (PTE)

Although New Zealand is chosen by international learners as a destination for tertiary education, 2016 will mostly be remembered as the year that international education in private tertiary establishments (PTEs) came under scrutiny because of student visa fraud covered in the media (Laxon, 2016; Davison, 2016; Pennington, 2016; NZN, 2016). Services from several PTEs were investigated by the New Zealand Qualifications Authority (NZQA), and some institutions were required to close and/or discontinue programmes. Ongoing investigations for PTEs impacts on enrolment numbers, especially enrolments for students from India. Against the backdrop of this increased scrutiny, PTEs are striving to ensure learners are engaged to enhance their outcomes, ensure academic credibility, and build a positive brand reputation in an increasingly competitive tertiary environment.

The New Zealand Productivity Commission published new information in March indicating that learner profiles at PTEs are diverse in terms of age and ethnicity (New Zealand Productivity Commission, 2017). “PTEs are diverse and tend to operate in niche areas of provision so it is difficult to generalise about why students study there” (New Zealand Productivity Commission, 2017, p. 62). It is worth noting that international learners from India are more likely to enroll for a Level 5-7 diploma through a PTE (New Zealand Productivity Commission, 2017), and the demographic profile of learners who participated in this thesis is therefore representative of the Indian learner cohort in New Zealand. Caution should be taken when reading the results of this thesis as it cannot be generalised to all international learners within tertiary education, or PTEs in New Zealand.

The learner cohort who participated in this thesis were a good fit as research at this specific PTE conducted in 2012 found socio-cultural concerns worth noting in the context of learner engagement (Ako Aotearoa, 2012). In a focus group, administered through Ako Aotearoa, learners from the PTE indicated that they were initially hesitant to mix with other nationalities, but formed firm bonds with other learners of the same nationality (Ako Aotearoa, 2012). Feedback also suggested that some

learners lacked confidence in speaking English when they first arrived, and this impacted on the learners' willingness to mix with learners from other nationalities (Ako Aotearoa, 2012). This thesis provides an opportunity to revisit some of these themes regarding intercultural interaction and English competence.

1.3. Dialogism

The international private tertiary classroom can be described as an environment where "dialogue is not just talk, but a way of engaging diversity, and of developing new understandings" (Shields, 2011, p. 243). In practice, classroom discussion in the multilingual context is often treated as an important training ground for learners to build their confidence in communicating and exploring subjects in English. This aligns with the results from the New Zealand Productivity Commission (2017), which states that one of the advantages of New Zealand as a destination for international learners is the pre-dominant English-speaking culture. Based on the submission from the University of Auckland the results indicate that overseas study provides "invaluable means of developing sophisticated language skills," which consequently enhances the life prospects of learners whose first language is not English (New Zealand Productivity Commission, 2017, p. 89).

One of the core concepts for this thesis is Bakhtin's definition of dialogism. In Holquist's introduction to the 1990 translation of Bakhtin's work, dialogism is described in terms of "knowing as the effort of understanding; the active reception of speech of the other" (Bakhtin M. M., 1990, p. xlii). While Shields in her primer on Bakhtin defines dialogue in terms of its ability to allow a person to remain open to another, to difference, and the possibility of new understandings (Shields, 2007). I argue that dialogism defines how people relate to each other in a diverse world and drawing on dialogism for this thesis provides an opportunity to explore the active effort that is required when listening and hearing other people speak. When thinking about the classroom within the private tertiary establishment (PTE), engaged international learners put in active effort to understand not only what is said, but also what is truly meant. A dialogic approach is applied in the analysis of the results, being an active attempt to

understand engagement and alienation for learners in the “social space between people” (White E. J., 2016a, p. 19).

1.4. Research Question and Relevance

The research question for this thesis, “which dialogic events during classroom discussion support engagement for international learners in private tertiary establishments (PTEs)?” was analysed by applying a heteroglossic lens to key moments of interest during classroom discussion. This question involves identifying aspects that influence learner engagement and alienation during classroom discussion from the learners’ perspective, and the impact of these factors on their learning experience.

Robertson et al. (2000) noted that in Australia, international learners often resort to writing lecture material verbatim, which allows less time for comprehension, analysis and asking questions. Their research indicates that international learners experienced difficulties with the Australian accent, resulting in learners having to maintain a sustained and heightened level of concentration to overcome the accent barrier (Robertson, Line, Jones, & Thomas, 2000). I argue that a similar situation exists in the New Zealand PTE, with the New Zealand accent perhaps contributing to alienation for international learners.

The cause of alienation is not singular, and accents are not the only contributing factor impacting learners. From my own observation teaching within the PTE factors that seem to impact alienation include the individual learner’s level of English proficiency and ability to decode foreign accents, choice of subject material or text for study, unfamiliarity with a collaborative style of learning and inexperience with information and communications technology. However, additional detractors are present, justifying an exploration of the aspects influencing classroom discussion to improve international learner engagement.

1.5. Overview of the Thesis

This thesis comprises of five chapters, excluding the introduction that has gone before. Chapter two introduces the key concepts around learner engagement and alienation through a review of relevant literature. Chapter three describes the dialogic research methodology and use of polyphonic video recording, before explaining the staged qualitative approach to data analysis of key moments, while Chapter four details the results from this analysis, exploring key moments as evidence within the dialogic framework used and highlighting the role of centripetal and centrifugal forces in learner engagement and alienation. Chapter five discusses the implications of the results international learner engagement and alienation within the private tertiary establishment (PTE) context, and provides recommendations regarding further investigations. Chapter six concludes the thesis by incorporating implications based on the results, and acknowledgement of limitations to this thesis.

2. Literature Relating to Learner Engagement

The literature relating to engagement in education and more specifically literature relating to international learner engagement within the multi-lingual environment is detailed below to establish a platform to explore a dialogic approach to engagement in the private tertiary establishment (PTE). Learner engagement within tertiary or higher education is the focus, with literature relating to multi-lingual, multi-cultural engagement and specifically international learner engagement highlighted within this context. As engagement is increasingly a topic of interest in education, the literature review is narrowed down to peer-reviewed publications post the year 2000. In the literature review, the cultural context of earlier research is highlighted and linked to the relevance of the results. For example, results from some American-based studies might not be as relevant in terms of the cultural context of the provision of tertiary education when related to international learners studying in New Zealand, whereas the results from Australian based studies are more applicable given the similarity between New Zealand and Australian cultures.

The chapter that follows explores the existing perspectives on learner engagement, including behavioural, psychological, socio-cultural and holistic perspectives, focussing on how methodology has steered interpretation and understanding of learner engagement thus far. In addition, the concept of alienation (dis-engagement) is explored, as balance for the argument for learner engagement within the tertiary education context. A dialogic approach to learner engagement and alienation is introduced, with a summary of the literature review concluding the chapter.

2.1. Current Understandings of Learner Engagement in tertiary education

The constructivist theories of education, as described by the New Zealand Productivity Commission (2017), are built on the premise of learner participation for effective learning, in other words learners create their own knowledge by interpreting and reflecting on their experience, rather than through receipt of information. The New Zealand Productivity Commission

report on tertiary education reiterates the point that education is an example of a co-produced good, claiming “educators (human or machine) cannot insert education into, or attach it onto, a passive student” (New Zealand Productivity Commission, 2017). As they point out, interaction between educators and students is required for learning, and the format of this interaction leads to effective or ineffective learning support for different learners (New Zealand Productivity Commission, 2017). Although not specifically referring to engagement, interaction in this instance relates to a constructivist approach to education requiring learners to engage with their own learning for the best outcomes to be achieved.

Rivers and Willans, writing about learner engagement in private sector higher education, explain that there is no single agreed definition of what learner engagement is in practice (Rivers & Willans, 2013). Instead they define a narrow concept of engagement, characterized by student feedback mechanisms and representation on student bodies, and a wider concept of engagement that is concerned with how students engage with their learning (Rivers & Willans, 2013). The critical analysis of American engagement literature by Fredricks, Blumenfeld and Paris concludes that “the idea of engagement as commitment has not been adequately explored” and deserves further investigation (Fredricks, Blumenfeld, & Paris, 2004, p. 85). Their review concludes that there is scope to expand the diversity of participants in engagement studies with a predominantly white middle-class bias present across the sample frames included in America up to 2004 (Fredricks, Blumenfeld, & Paris, 2004). A bias towards quantitative student and teacher surveys for measurement of engagement is also evident, with more explorative research required to provide robust descriptions that inform an in depth understanding of the related issues (Fredricks, Blumenfeld, & Paris, 2004).

Since Fredricks, Blumenfeld and Paris’ review in 2004, several attempts have been made to model student engagement for higher education. Garrett, writing from an American based perspective at Oklahoma City University, compiled a list of behaviours or actions to define what learner engagement looks like (2011 as cited in Ratcliffe & Dimmock, 2013, p.61). This list of observable behaviours includes verbal interaction such as

“involvement in class discussions, participating in learning activities, asking questions, responding to other comments, and debating” (as cited in Ratcliffe & Dimmock, 2013, p.61). The list consists of characteristics that are easily observed by, for example, a tutor. Critics point out that the list should not be considered exhaustive in terms of defining learner engagement, as imperceptible cognitive engagement is excluded (Ratcliffe & Dimmock, 2013).

In their modelling of learner engagement, Pittaway and Moss developed an engagement framework that “identifies five distinctive, non-hierarchical dimensions of engagement that are fundamental to students’ success at university” (Pittaway & Moss, 2013). The dimensions, including personal, academic, intellectual, social and professional engagement, were developed with the aim to explore student engagement in greater depth for future research (Pittaway & Moss, 2013). Pittaway and Moss’s framework works from the wider aspect of engagement to learn, and overall the framework aims to consider the student within his and/or her specific context (Pittaway & Moss, 2013, p. 288). Similarly, Kahu in developing a framework for student engagement, identifies four relatively distinct perspectives that can be applied to understanding engagement across the available literature (Kahu, 2013). These perspectives include behavioural, psychological, socio-cultural, and holistic, and are used to provide an overview of the complexity of learner engagement below.

2.2. Behavioural Perspective on Learner Engagement

Kahu (2013) declares the behavioural perspective the most widely accepted view of learner engagement, as it emphasises student behaviour and teaching practice. She uses the Australian Council for Educational Research definition of the behavioural perspective of student engagement as “the time and effort students devote to educationally purposeful activities” (2010b, p1 as cited in Kahu, 2013, p.759). Kahu (2013) considers the National Survey of Student Engagement and the Australasian Survey of Student Engagement (AUSSE) as the “survey tools to measure student engagement within the behavioural perspective” (p. 759).

New Zealand university students from the eight main institutions, participated in the in full AUSSE (Ako Aotearoa, 2010). In this study student engagement is defined as “students’ involvement with activities and conditions that are likely to generate high-quality learning” and comprises of six engagement scales including academic challenge, active learning, student and staff interactions, enriching educational experiences, supportive learning environment and work integrated learning (Ako Aotearoa, 2010, p. vi). Results from this study confirm the increase in international student enrolments in New Zealand universities over time, and the additional cultural, social and educational challenges faced by the international learner cohort (Ako Aotearoa, 2010). Although a similar study for students in private tertiary establishments (PTEs) is not currently available, some of the results resonate given the common demographic profile of international learners.

The results from AUSSE indicate no significant differences between international and domestic learner engagement, but there are meaningful differences around the level of interaction between staff and international learners (Ako Aotearoa, 2010). International learners are more likely to have various levels of interaction with staff, but fewer with other students, especially domestic students (Ako Aotearoa, 2010). In terms of career readiness, international learners are more likely to concentrate on workplace requirements and preparing for employment when compared to domestic learners and these results are in line with overall trends seen in North American surveys (Ako Aotearoa, 2010). International learners are also more likely to consider abandoning their course or enrolment and are less satisfied with their tertiary provider overall (Ako Aotearoa, 2010).

Kahu (2013) concludes that the strong reliance on quantitative surveys for measurement is a limitation of the behavioural perspective. She indicates that the snapshot in time and space that quantifiable surveys provide fail to encapsulate the complexity of engagement as a social and dynamic construct, resulting in a lack of depth by overlooking the measurement of affective or emotional aspects (Kahu, 2013). The psychological perspective on engagement better acknowledges the affective response in engagement, as discussed in the next section.

2.3. Psychological Perspective on Learner Engagement

The psychological perspective defines engagement as “an internal psycho-social process that evolves over time and varies in intensity” (Kahu, 2013, p. 761). One of the strengths of the psychological perspective is the flexibility in design that overlaps dimensions of affective (emotional), behavioural and cognitive (reasoning) engagement. Taking the affective dimension into consideration is a strength of the psychological perspective and acknowledges the emotional intensity of learning that is often overlooked (Askham 2008 as cited in Kahu 2013).

The cognitive dimension often refers to a student’s ability to self-regulate and use learning strategies to their advantage (Fredricks, Blumenfeld, & Paris, 2004). The cognitive dimension also includes “individual characteristics such as motivation, self-efficacy, and expectations according to Jimerson, Campos and Greif (2003, as cited in Kahu 2013). For many theorists, the overlapping affective (emotional), behavioural and cognitive (reasoning) aspects of engagement combine to a single meta-construct on engagement from a psychological perspective. However, the dimensions are not clearly defined or differentiated, leading to inconsistent measurement (Kahu 2013). “It is often unclear which aspects of engagement are being measured, with some surveys focusing on single dimensions and others claiming to be a single general measure of engagement” (Fredricks, Blumenfeld, & Paris, 2004). This raises the question whether engagement can be measured quantitatively, especially if a qualitative understanding of the complexity of engagement is not readily available.

Overall, the psychological perspective does have a lot to offer current understanding of learner engagement, acknowledging the multi-dimensionality of engagement and enabling a “rich understanding of the individual’s experience” (Fredricks, Blumenfeld, & Paris, 2004 as cited in Kahu 2013). Kahu (2013) however points out, engagement is a dynamic process and placing engagement solely within the individual learner runs the risk of toning down the importance of the situation. I maintain that context should be given serious consideration for any research relating to international learners and this interplay of individual learner and his or her

context is better recognised within the socio-cultural perspective on learner engagement, where engagement is described as essentially situational being an “interplay of context and individual” (Kahu, 2013, p. 763).

2.4. Socio-Cultural Perspective on Learner Engagement

The socio-cultural perspective on learner engagement focuses on the influence of the wider social context of learner experience (Kahu, 2013). In his inaugural professorial lecture entitled “*Signs of disengagement? The changing undergraduate experience in Australian universities*” McInnes indicates that the term disengagement is misleading, as it indicates a deficit on the part of the learner (2001, as cited in Kahu 2013). McInnes points out that a decline in engagement is more likely to be due to changes in society, for instance market-driven changes at a university, or changes in social values, development of flexible delivery for example online courses, and differences between generations (2001, as cited in Kahu 2013).

Increasingly the education sector is being encouraged “to engage the whole person: what they know, how they act, and who they are” (Dall ’Alba and Barnacle 2007, as cited in Kahu 2013). Solominides (2013), an Australian-based researcher, proposes a relational and multidimensional model of learner engagement, which places the learners’ sense of being and sense of transformation at the hearts of the matter, around which their sense of being a professional, sense of discipline and sense of engagement rotates. He states that although both learners and teachers see engagement as an outcome of a learning process that requires an encounter, the quality of engagement varies (Solominides, 2013). Solominides and Martin’s insight into perspectives on learner engagement is that educators view engagement as cognitive while students perceive engagement predominantly as affective or emotive (2008, as cited in Kahu, 2013). The qualitative nature of the relational model developed by Solominides provides an opportunity to explore the complexity of learner engagement, pointing towards further exploration of the learners’ perspectives in a quest to understand their sense of engagement.

Masika and Jones (2016) approach engagement and belonging from the learners' perspective on participation and "learning together" through communities of practice at the University of Brighton, UK. They are drawn theoretically to Wengner's social theory that defines engagement as an "active negotiation of meaning through unfolding histories of learning and practice that sustain identity", and viewing engagement as one of three modes of belonging (2009, cited in Masika & Jones, 2016 p.140). Masika and Jones conclude that to reorganise and develop curricula to support sustained engagement between learners and teachers, and the facilitation of peer-to-peer interaction to enhance learner communities of practice, is of key importance to higher education institutions (Masika & Jones, 2016). Enhancing processes and structures that support learning, for example, communities of practice, is necessary to meet the needs of an increasingly diverse student profile (Masika & Jones, 2016).

Despite the important ideas on learner engagement in higher education proposed by the socio-cultural perspective, there is a fourth perspective that emerge from the literature, namely the holistic perspective.

2.5. The Holistic Perspective on Learner Engagement

The holistic perspective on learners' engagement builds on the sociocultural perspective and rests on work by Colin Bryson and Len Hand, endeavouring to pull together the different dimensions, perspectives, and theories on learner engagement and exploring the wider concept of being engaged with learning (Bryson & Hand, 2007). Bryson, Hardy, and Hand (2009) conceptualise a holistic definition of engagement that encompasses "the perceptions, expectations and experiences of being a student and the construction of being a student" (as cited in Kahu, 2013, p. 764). Bryson and Hand (2008) reintroduce the idea of becoming to engagement literature, as they view higher education as wider than simply obtaining a qualification. According to Kahu, Bryson and Hand's perspective also supports a qualitative approach to research on learner engagement, as they view engagement as a dynamic continuum and therefore not measurable by quantitative surveys (Kahu, 2013). As critique Kahu points out that Bryson and Hand's holistic approach fails to distinguish engagement from its influencing factors, by for instance

including learners' expectations, which as a forerunner to engagement, should not be included in the definition self (Kahu, 2013).

Research by Zepke et al., (2013) New Zealand, builds on the AUSSE survey and indicates that the complexity of learner engagement as a concept is a limitation. They caution against dividing engagement into discreet categories and their research identifies different strands in engagement including motivation and agency, where learner's own activity and motivation drive engagement; transactional engagement, describing the learner's relationship with teachers and fellow students; institutional support, expanding on the role of an environment that encourages learning; active citizenship, where co-operation between learners and institutions leads to the review of social beliefs and practices; and non-institutional support, placing an emphasis on the support of family and friends for learners to engage in learning.

The role of the teacher is emphasised by Zepke et al. (2013) as having the most important effect on learner engagement. Analysing 1,200+ responses their research concludes that student engagement is best researched within individual institutions, due to significant differences between organisations (Zepke et al., 2013). They conclude that ethnic groups should be researched separately as significant differences are noted in learner engagement across nationalities (Zepke et al., 2013).

Bryson, Cooper, and Hardy (2010, as cited in Kahu, 2013). suggest that engagement is both a process and an outcome, and they make a distinction between higher education institutions engaging students versus the action of learners which can be described as students engaging. This distinction corresponds with Rivers and Willan's (2013) narrow and wider concept of engagement that introduced this chapter, and aims to separate the process factors that influence engagement from the outcome of being engaged.

2.6. Alienation (Dis-engagement)

Building on the socio-cultural perspective of engagement, the opposite of engagement is alienation, which Geyer states is "a subjectively undesirable separation from something outside oneself" (2001, as cited in

Kahu, 2013). Alienation in the literature on tertiary student engagement recognises the impact of external influencing factors such as “disciplinary power, academic culture and excessive focus on performativity” leading to disengagement for learners in higher education (Geyer, 2001, as cited in Kahu, 2013, p.763).

Mann (2001) in proposing an *Alternative Perspective on the Student Experience* reframes how educators view learner engagement in the tertiary environment by proposing seven different perspectives on the experience of alienation. Learners being positioned as subject or object, reduced to a type rather than an individual, due to estrangement from language, culture and practices, and alienation for being an outsider, “a stranger in a foreign land” seem particularly pertinent to international learners studying within the New Zealand private tertiary establishment (PTE) (Mann, 2001, pp. 10-11). International learners are often grouped and addressed as a uniform entity, despite representing diverse cultures and languages, and experience a heightened sense of estrangement as non-traditional students (Mann, 2001). In addition, the postmodern condition, being bereft of the capacity for creativity, loss of ownership of the learning process, assessment practices and alienation as a strategy for self-preservation could also play a role in disengagement for international learners (Mann, 2001).

Case (2007), in her response to Mann, further developed the alternative framework from the premise that alienation is a “disconnection in the context of a desired or expected relationship” (p. 325). Her framework speaks to three categories of higher education relating to students’ motivation for participation in higher education, students’ experiences upon entering higher education, and “their attempts to succeed in often disempowering assessments systems” (p. 330). These categories provide an alternative perspective on alienation and engagement in the tertiary environment being from the students’ viewpoint, as opposed to the institutional and educator perspective that dominate literature on engagement. As such, alienation as a process seems to be mirrored in her framework, with no single event leading to engagement or alienation.

2.7. A Dialogic Approach to Engagement and Alienation

The holistic perspective that is prevalent in the literature surrounding tertiary student engagement points to the importance of relationships; while literature on alienation relates to the learners' perspective on the experience itself. A dialogic approach to engagement and alienation integrates and explores both approaches for international learners, considering the importance of interaction (and therefore dialogue) in the process of meaning-making within a multi-lingual context. Writing from twentieth century Russia, Bakhtin sets an important agenda in this regard, stating that: "the relation to meaning is always dialogic. Even understanding itself is dialogic" (Bakhtin M., 1986, p. 121).

Viewing engagement as dialogic unlocks the opportunity for private tertiary establishments (PTEs) to be a part of the learners' process of meaning-making within the immediate classroom discussion. In the multilingual international classroom, the process of understanding seems to involve an active matching of words, and the counter word is usually in another language, adding complexity to the process of uncovering meaning for international learners. I argue that it is this acknowledgement of the speaker-listener relationship in the dialogic approach that adds value to the exploration and understanding a complex construct such as learner engagement.

Busch (2014) points out that Bakhtin's notion of dialogism increasingly provides theoretical grounding for new approaches in the field of language learning and second language acquisition, while Besley and Peters urge their readers to "not forget that dialogical logic is a research tradition that can be traced back to Greek antiquity" (Besley & Peters, 2012, p. 15). Besley and Peters (2012) substantiate their comment with a breakdown of the various roles of dialogue, including dialogue as argument in the case of Plato and Socrates; dialogue as process for instance Gadamer, Burbules and Bohm; and/or as religious communion for example Buber and Kierkegaard (Besley & Peters, 2012).

Moraes (1996), in her dialogue with the Bakhtinian circle regarding bilingual education, points out that "every verbal utterance illustrates the

limits imposed by social-ideological intercourse within our lives” (p. 24). Her rationale is based on a speaker choosing his or her words carefully to match each situation when talking to someone else (Moraes, 1996). Moraes, (1996) writing about bilingual education states that it is important to consider such dialogic engagement for multi-cultural education, where “diverse contextual meanings coexist”, as “such an engagement has the potential to critically transform reality” (p. 103).

Sidorkin (1991) expands on this idea in his commentary on the individual consciousness, declaring that the presence of multiple voices is not sufficient, but rather the voices had to “talk to each other, be aware of each other, and address each other. More importantly neither of them should always keep the upper hand” (p. 50). Bakhtinian dialogue transcends language as dialogue is a meeting beyond discourse, beyond time and space” (Sidorkin, 1991, p. 26). In dialogic engagement, different perspectives and the interaction or contradiction in points of view are important methods to transcend what is being said.

For Bakhtin (1986) “all meaning-making happens through dialogic interaction, arising out of the creative differences of contrasting and supplementing voices” (as cited by Dysthe, 2011, p.70). Sidorkin comments that Bakhtin “conceived of writing and speaking as essentially dialogical activities, where meaning is born not because something is uttered, but because it is addressed to someone else and is heard by someone else” (Sidorkin, 1991, p. 25). Besley and Peters conclude that Bakhtin viewed all language and thought as dialogic, resulting in a perspective that viewed all language as “dynamic, relational and engaged in a process of endless re-descriptions of the world” (Besley & Peters, 2012, p. 20). I maintain that his re-description of the world is part of the meaning-making process and outcome when international learners engage in the classroom.

2.8. Summary of Literature Review

Chapter two sets out to provide an overview of current thinking on learner engagement in tertiary education focusing mainly on publications since the year 2000. Learner engagement is a complex construct, for which no one agreed definition exists. Approaching the complexity from a narrow, organisational based platform, or a wider, student directed perspective seems to be the underlying differentiator between models. Overall the four perspectives on engagement as introduced by Kahu provide the most practicable differentiation, being based on behavioural, psychological, socio-cultural and holistic perspectives (Kahu, 2013). In contrast Mann (2001) and Case (2007) argue for reframing student engagement in terms of alienation, lifting the learner perspective within a process of engagement or disengagement.

For the purposes of this thesis, learner engagement is interpreted as an active, responsive understanding that occurs in the meaning-making process in the interaction between speakers. This perspective is informed by a reading of the earlier works of Bakhtin and his peer, Valentin Vološinov. Although some of their thoughts were written close to one hundred years ago, it was not until the 1970's that English translations were published, introducing the western world to the theoretical concepts of dialogism from a Russian perspective. Dialogism describes the "continuous generative process implemented in the social-verbal interaction of speakers", building on the European tradition of linguistics laid down by von Humboldt and de Saussure (Vološinov, 1973, p. 2). The concept of a constant regeneration in the interaction between speakers is applicable to this thesis as engagement for international learners is a process of meaning-making, whereby learners engage with each other's words to help build their understanding of the material, topic or subject during classroom discussion.

I conclude that a dialogic approach is fitting for investigating international learner engagement and alienation within the multilingual, multiethnic, multicultural environment of PTEs, but am by no means the first to turn to Bakhtinian dialogism for inspiration. This thesis turns to Mikhail Bakhtin's dialogue as defined in *The Dialogic Imagination*, which introduced the

concept of heteroglossia (Bakhtin M, 1981). Each word in Bakhtinian dialogue is a two-sided act being equally determined by the speaker and the listener, and their shared association. As stated by Vološinov (1973):

It is precisely the product of the reciprocal relationship between speaker and listener, addresser and addressee. I give myself verbal shape from another's point of view, ultimately, from the point of view of the community to which I belong. (p. 86)

The dialogic approach for this thesis aims to explore the two-sided nature of classroom discussion, the influence of perspective, and the impact on learner engagement.

An active response understanding occurs in the process of meaning-making between speakers as it relates to the interaction of engagement when viewed from a dialogic perspective. The dialogic viewpoint not only allows for a holistic perspective that views engagement as a process, but also acknowledges the role of alienation or disengagement through recognition of alterity within a multi-lingual, multi-cultural international classroom. The next chapter describes the dialogic methodology used for this thesis accordingly, as a means of capturing both the event of dialogue and student subjectivities concerning its significance for their engagement.

3. Methodological Framework

While the literature review in Chapter two informs the thesis by exploring the research context for a dialogic inquiry into international learner engagement within the private tertiary establishment (PTE), Chapter three develop the methodological framework by detailing the use of a dialogic approach to the research. This section includes a description of heteroglossia as a lens to view the results, followed by an explanation of the polyphonic video approach employed for data collection, and the staged analytical framework applied to key moments as illustration of learner engagement and alienation during classroom discussion.

3.1. Dialogic Methodology

For the purpose of this thesis dialogue is viewed as a regenerative process that involves the speaker and listener in an active development of their response to the topic or subject being discussed. The staged analysis process for this thesis aims to mimic this regenerative process of subjective meaning-making, in tribute to the philosophy of dialogism, which acknowledges the effort of meaning-making and allows for an approach that is open to the alterity of diverse perspectives. For this thesis, it is important to investigate how international learners perceive their *own* engagement, exploring the moments when learners feel they get the most out of classroom discussion, including when they are truly engaged and interested in their learning. On this basis, the research method aims to capture the learners' perceptions regarding when and where they engage during classroom discussions, rather than only the tutor, private tertiary establishments (PTEs) or researcher's perceptions of when engagement happens. Capturing the learners' perspectives opens the research dialogue to the alterity of their viewpoint to engagement.

Given the multi-cultural and multi-lingual nature of the international classroom it was important to provide a culturally appropriate research approach that allows and acknowledges diverse perspectives and voices. Conducting this research thesis as a dialogic inquiry not only allows the diverse views and languages of the international classroom discussion to be aired and recorded, but also acknowledges the role of the listener or

addressee of those same discussions. While the classic Socratic dialogue is an educational method that aims to reach consensus through tutor authority, Bakhtinian dialogue emphasizes the “multivoicedness, difference and divergence” (Dysthe, 2011). A dialogic inquiry or understanding is developed when an individual suspends his or her own truth to understand someone else’s. In other words, in a dialogic inquiry allowance is made for dissonance and all parties agree to disagree.

This thesis relies on the understanding of several core concepts drawn from the philosophy and theory of Mikhail M Bakhtin (1981; 1984; 1986; 1990), and one of the members of his circle, Valentin Vološinov (Vološinov, 1973). These concepts are not only applicable to the research approach, but also the analysis and interpretation of the results. Working definitions are provided below for alterity, heteroglossia, and polyphony as applied in this thesis; in addition to differentiating authoritative discourse (AD), authorship and authorial voice from each other.

Alterity (Otherness)

Clark and Holquist state that dialogism celebrates alterity or otherness “as the world needs my alterity to give it meaning, I need the authority of others to define, or author myself” (Clark & Holquist, 1984, p. 65). Junefelt explains alterity as an opposition to intersubjectivity, where consciousness and focus is shared, and states that “alterity stands for heterogeneity of different perspectives and different voices” (Junefelt, 2011). In this thesis alterity serves as an alternative perspective on alienation or disengagement, with diverse perspectives regarding education, learning and the subject material studied available from international learners.

Heteroglossia

The short working definition for heteroglossia applied in this thesis is “multivoicedness or multilanguagedness” (Holquist, 1990), although heteroglossia as a construct is a lot more complex, and relates to that which is culturally diverse or contains multiple views. Shields defines heteroglossia as “the presence of two or more voices or discourses, generally expressing alternative or conflicting perspectives” (Shields, 2007). This conflict in perspective becomes especially important in the

analysis of international learner engagement, with a collision in learner voices evident as students seek to define and express their own point of view.

Bakhtin explains that a balance of power is struck within the heteroglot between the authoritative discourse (AD) and internally persuasive discourse (IPD), with both juggling for meaning. Bakhtin (1981) clarifies that

When we seek to understand a word, what matters is not the direct meaning the word gives to objects and emotions; what matters is rather the actual, and always self-interested, use to which this meaning is put and the way it is expressed by the speaker. (p. 401)

Applying a heteroglossic lens to the results helps break down the relationship between the forces at work in classroom discussions for international learners. The force that aims to unify the discussion to an agreed conclusion is the centripetal force, opposed to the centrifugal force that aims to introduce alternative perspectives, pull discussants away from an agreed conclusion, and provoke alterity, that is otherness.

Polyphony

Polyphony is linked to the concept of multivoicedness or heteroglossia, and can be described as the “multiplicity of voices that remain distinct, never merge, and are never silenced by a more powerful majority” (Shields, 2007, p. 37). Bakhtin uses the term polyphony metaphorically as a graphic analogy, using the musical term to illustrate the multi-voiced nature of dialogue, where voices carry individual themes simultaneously (Bakhtin & Emerson, 1984). Polyphony in music points to the problems that arise if “the single voice is exceeded” with more than one voice illustrating an individual melodic theme (Bakhtin & Emerson, 1984, p. 22). Bakhtin explains that voices in dialogue are polyphonic as they contribute individualised themes or thoughts simultaneously (Bakhtin & Emerson, 1984). The essence of polyphony, as per Bakhtin’s philosophy, lies in the voices remaining independent, and therefore combining into a “unity of higher order” (Bakhtin & Emerson, 1984, p. 21). Polyphony introduces the

idea of multiple voices in multiple languages conversing, and is explored in greater detail in relation to video recording in the methodology section.

Authoritative discourse (AD)

There is an important distinction to be made regarding the dialogic definitions of authoritative discourse (AD), authorship and authorial voice for this thesis. Sullivan states that discourse is authoritative “depending on how it is appropriated”, and if discourse is “echoed, with little questioning, then one could argue that it is authoritative” (Sullivan, 2012, p. 140). AD relates to the written or spoken communication that carries the real or implied power of authority with it. Elkader points out that learners take part in dialogue “in a way that encompasses the authoritative word of the text, the teacher, and their own ideologies” while also engaging in the words of others, should they have sufficient access to those words (Elkader, 2015). Writing in post revolution Russia the voice of authority or AD that Bakhtin describes aims for unification, and the authoritative word is “an idea, spoken or implicit, that we feel compelled to obey or act on because of its inherent authority” (Shields, 2007, p. 25).

DePalma (2010), in her practice of polyphonic dialogue in multicultural education settings, notes that there are relatively few instances where learners engage in informal dialogue directly with the teacher. This demonstrates “the difficulty to relinquishing the power of professional authority”, and relates the struggle against her learners’ educational history that create the expectation of a monologic classroom culture (DePalma, 2010, p. 443-444). Monologism, another concept to view from a Bakhtinian perspective, is understood as the “opposite of pluralism, implying a single authoritative voice or perspective that is remote, fixed and distant” and is evident in teacher led or lecture style pedagogy (Shields, 2007, p. 40). The absence of any conflict is described as “unhealthily monologic” by Stern (2009), and he declares that not all conflicts should be resolved within discussion. This seems to imply that the moments of conflict in classroom discussion are in fact the moments when learning is taking place. Stated from a dialogic perspective, the discussion that involves colliding perspectives can therefore be interpreted as evidence of learners’ engaging.

Authorship

In dialogical terms, especially in a discussion between people, authorship extends to each speaker creating an interpretation of the other. "To author each other, as answerable subjects in dialogue, we need to take the time to understand one another as individuals in a moment in time and space" (White E. J., 2016a, p. 23). In the classroom context, each learner authors his or her own learning, and within the context of group work a cooperative approach to co-authoring learning is required.

Authorial Voice

Authorial voice is, within the original context of Bakhtin's analysis of Dostoevsky's writing, the voice of the author of a novel. The authorial voice is defined as the meaning the writer ascribed to the word, and that is what the author meant to be understood. In the private tertiary classroom context, the authorial voice belongs to the learners as the writers of their own learning. In group work, each speaker and listener contributes their own authorial voice for the interaction and/or discussion. Elkader explains that "students' authorial learning promises sustaining effects, especially that students' ontological engagement in the dialogue make it relevant to different aspects of their lives and their future practices" (Elkader, 2015). The implication is that the intention of the learner as the author, whether in the role of the speaker or listener in group work, has the potential to make a lasting impact on their level of engagement with each other and their learning. In this thesis, the authorial voice is highlighted in context of the individual or collective response of learners, with the aim to explore the rationale of engagement or alienation.

3.2. A Qualitative Approach

This thesis, in being a dialogic inquiry of classroom discussion, does not attempt to dissect the discussion into countable units, as would be done in a quantitative study, but aims to explore underneath the surface of the forces at work during discussion in a qualitative manner, allowing participants to identify centripetal and centrifugal forces in the dialogic event. As Sullivan explains, "in a dialogical approach the answers are not treated as if the participants represent a sample... instead, the aim is to

create a dialogue between different voices” (Sullivan, 2012, p. 153). He indicates that the truth pursued in a qualitative study is based on “istina” or the lived experience of complex truth, rather than “pravda” or abstract truth. This thesis aims to acknowledge the learners’ lived experience of engagement and alienation.

This thesis does not set out to prove or disprove a hypothesis, or find an infallible formula of required elements for international learner engagement, but rather attempt to capture the perceptions of learners regarding the classroom discussion from their perspective. Moraes states that the construction of meaning is the result of interaction among people, and that the “researcher acquire(s) an essential vantage point from which to analyse intercultural characterization through a research approach that can give more than ‘wrongs’ and ‘rights’ as its results” (Moraes, 1996, p. 89). The qualitative approach used in this thesis does not strive for a definitive answer but rather an in-depth exploration of the forces at work behind learner engagement.

By using a qualitative approach to explore learner engagement within the diverse international student market, this thesis informs a methodological gap in current understanding. In addition, by accessing one specific learner cohort from the international learner demographic available in New Zealand, namely Indian learners, the thesis addresses the prevalent racial skew towards white males, remarked on by Fredricks, et al regarding sample selection on learner engagement (Fredricks, Blumenfeld, & Paris, 2004).

3.3. Heteroglossia as Methodological Lens for Analysis

The analysis framework for this thesis relates to Bakhtin’s philosophy of *raznojazycie*, commonly translated as heteroglossia in the commentary of his work (Bakhtin M., 1981; Holquist, 1990). Through the concept of heteroglossia, Bakhtin provides a lens through which to build an understanding of the complexity of dialogue. Heteroglossia allows for and acknowledges the diverse voices and forces at work in, for example the international classroom discussion. “The concept of heteroglossia captures the complexity by examining colliding and competing polyphonic

voices, as discourse” thereby allowing for the multiple languages that are audible within the international learner classroom context (White, 2016a, p.27). Using heteroglossia as the basic unit of analysis in this thesis allows for non-English peer-to-peer conversation that is evident within the international classroom environment, and the lack of translation into English within “typical” discussion.

Danow explains that heteroglossia is “designed, first to convey the sense of a creative tension originating from the constant struggle between centripetal and centrifugal forces” (Danow, 1991, p. 51). This relates back to the push-pull force that speakers experience as they strive for the “upper-hand” described by Sidorkin (1991). Blackledge and Creese argue that heteroglossia offers a lens through which to view the social, political and historical implications of language in practice, as it placed “the speaker at the heart of the interaction” (Blackledge & Creese, 2014, p. 2). Clark and Holquist explain that “centrifugal forces compel movement, becoming and history; they long for change and new life”, while centripetal forces urge “stasis, resist becoming, abhor history and desire the seamless quiet of death” (Clark & Holquist, 1984, p. 7).

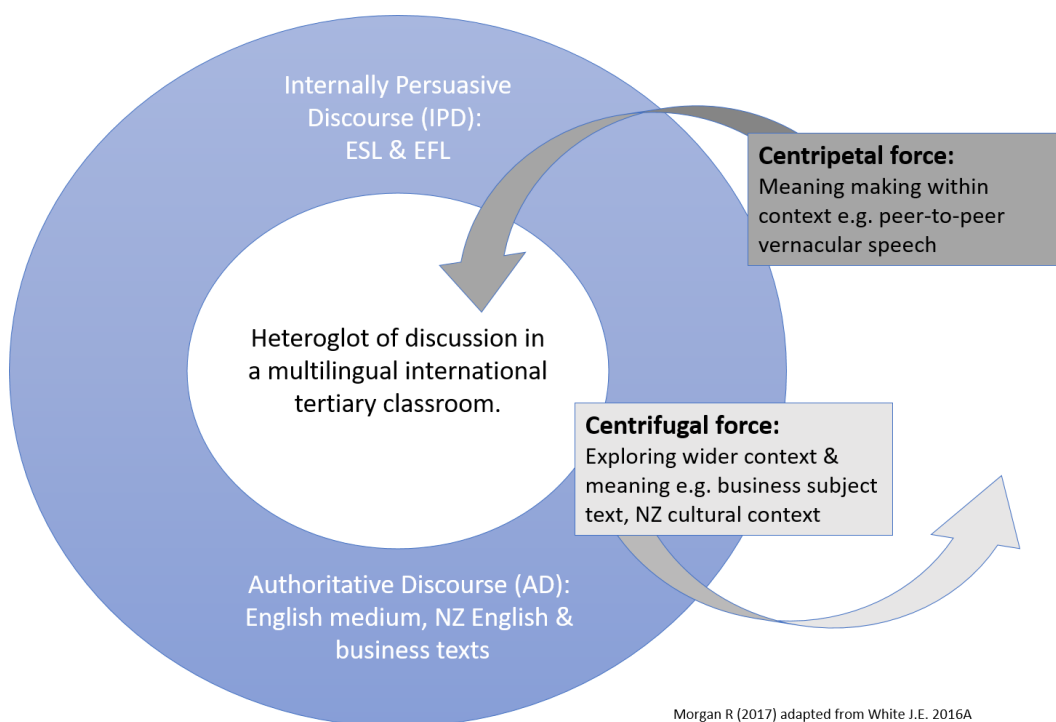
White interprets Bakhtin’s heteroglot as an intersection between authoritative discourse (AD) and internally persuasive discourse (IPD), where neither discourse is preferred but rather discourses are locked in a never-ending ideological contest (White, 2016a). White states that Bakhtin’s use of centripetal and centrifugal forces to explain meaning-making suggests that both shared (intersubjectivity) and differentiated (alterity) are needed in the process. White’s interpretation of heteroglossia introduces an analysis framework that can be readily applied to multilingual discussion in the international classroom, as it allows an opportunity to “examine the extent to which voices are shut down or invited to join the chorus” (White, 2016a, p. 28). Examining when voices are shut down or invited in supports understanding of what motivates engagement or alienation for international learners.

3.4. Defining Heteroglossia

Centripetal forces aim to unify and bring about a point of equilibrium, while simultaneously centrifugal forces aim to disrupt and challenge. Adapting White's depiction of heteroglossia (Figure 1.1, 2016a, p.28) to the classroom discussion with international learners, centripetal forces, such as non-English peer-to-peer conversations, attempts to unify and bring about a point of equilibrium. Simultaneously centrifugal forces, for example the wider context of business management studies, New Zealand culture and the expectations of the private tertiary establishment (PTE), aim to disrupt and challenge learner thinking, compelling movement, becoming and history (Clark & Holquist, 1984). It is important to note that both these forces act simultaneously in dynamic, regenerative dialogue.

In the depiction of heteroglossia (Figure 1) the internally persuasive discourse (IPD) is proposed to relate to learners' language, especially English as a Second Language and English as a Foreign Language, while the authoritative discourse (AD) relates to the English-medium classroom discussion, and the use of New Zealand English and texts within the context of the curriculum being taught. AD and IPD are present simultaneously, influencing not only the meaning of the discussion from the speaker's perspective, but also the meaning of the discussion from the listener's perspective. Sullivan concludes that while authoritative discourse (AD) and internally persuasive discourse (IPD) can be quite distinct "it is possible for discourses to depend on both authority and logical, internal coherence" (Sullivan, 2012, p. 137). What is authoritative for one learner, can be internally persuasive for another, while faith in the authority of the speaker allows for AD and IPD at the same time (Sullivan, 2012).

FIGURE 1: HETEROGLOSSIC PERSPECTIVE ON CLASSROOM DIALOGUE FOR INTERNATIONAL LEARNERS (ADAPTED FROM WHITE J. E., 2016A)



Clark and Holquist (1984) conclude that the dynamic life of language in heteroglossia is ensured through the uninterrupted work of centripetal and centrifugal forces. According to this view heteroglossia is a dynamic construct that drives dialogue indefinitely. International learners in the multilingual classroom are involved in a balancing act, juggling several IPDs, including non-English languages, while interacting with the AD of English texts within an English-medium classroom, and living and working within the New Zealand English environment. To add to the complexity of this heteroglot, as 21st Century learners studying in the PTE, learners are exposed to a range of authoritative voices, such as online texts, dictionaries and forums through new digital technologies such as laptops, smartphones and tablets, which introduces another layer of AD to the classroom discussion.

Within the heteroglossia of AD and IPD, the centripetal and centrifugal forces are brought forward to explore their function in learner engagement. The investigation of the forces in action from the listener and speaker's perspectives is crucial to develop a holistic, dialogic perspective of engagement and alienation during classroom discussion.

3.5. Polyphony as Research Method

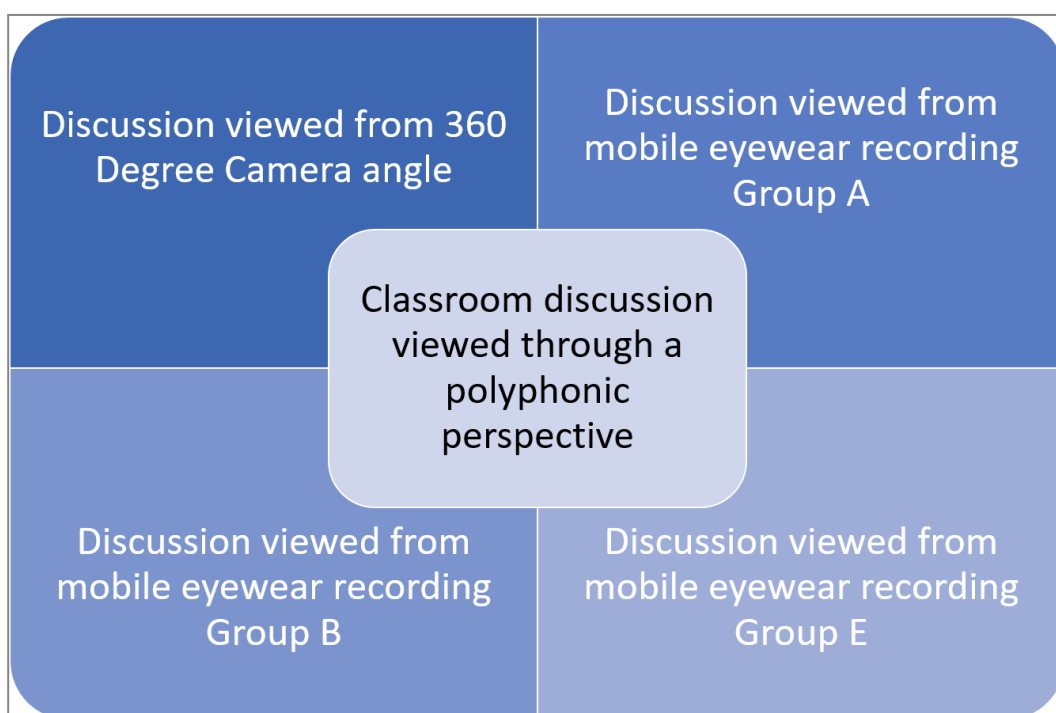
To capture a “typical” lesson for learners in the international private tertiary classroom, a polyphonic approach to video research, as proposed by White is adopted (White, 2016b). This approach “deliberately set(s) out to view the experience through their (learners) eyes, in tandem with others’ by simultaneously recording a classroom dialogue from their perspective” (White, 2016b). Simultaneous video-recordings provide the opportunity to view different learners’ perspectives of the same classroom discussion. Mobile eyewear recorders are issued to learners to collect individual response data from the classroom dialogue.

The recording of individual perspectives aims to capture the multiple perspectives present in a classroom discussion. Holquist explains this multi-view, based on the philosophy of Bakhtin, as the ability of one person to see behind the back of another (Holquist, 1990). He indicates that both people are “doing essentially the same thing, but from different places: although we are in the same event, that event is different for each of us” (p.21, as cited in Moraes, 1996, p.97). Through utilising polyphonic video recordings, individual perspectives are juxtaposed and the observer can appropriate “the concrete life-horizon of this human being as he experiences it himself” (Bakhtin M. M., 1990, p. 25).

The use of video recording for data collection in this thesis aims to replicate the perspective of the metaphorical fly on the wall. As Jonathan Crary points out “optical devices... are points of intersection where philosophical, scientific and aesthetic discourses overlap with mechanical techniques, institutional requirements, and socioeconomic factors” (1992, p.8 as cited in Brannon, 2013, p.272). In other words, the moment when the classroom discussion occurs becomes a dialogic event where the personal philosophy of learners, their expectations, prior experience and perceptions intersects with recording technology. The tutor’s and the learners’ expectations interacts with the requirements placed on them by the private tertiary establishment (PTE), as their college of choice. In addition, the socioeconomic factors relating to their status as international learners in New Zealand, including requirements regarding visas, hours of study and hours of work impacts on the interaction.

The video recording of classroom discussion from a 360-degree perspective, as well as from an individual learner's perspective through mobile eyewear recorders, provides an opportunity to identify what the impacts are on international learner engagement, and potentially important insights about what motivates international learners in classroom interactions.

FIGURE 2: SCHEMATIC OF POLYPHONIC PERSPECTIVE



3.5.1. Why Polyphonic Video Recording?

Polyphonic video recording is a methodological response to the challenge of seeing from another's perspective, utilising digital video technologies to capture multiple perspectives. In relation to video recording, the development of digital video technology opens the field of vision in social science research. In terms of cognition, "there is much evidence that vision is itself a mode of thinking. When we see, we interpret the world around us and orient ourselves in it" (Kepes, p.17, as cited in Brannon, 2013). For this thesis to explore how learners think involves understanding how they see the world and orient themselves within the dialogic space. Writing about research in education, the arts and for social change, Greene (1995) states the importance of researchers adapting the

perspective of the participant, to build the understanding of the participant's plans, actions and restraints. "One must see from the point of view of the participant, during what is happening, if one is to be privy to the plans people make, the initiatives they take, the uncertainties they face" (Greene, 1995, p. 10). This thesis aims to adapt the perspective of the international learner to understand engagement and alienation.

White asserts that polyphonic video addresses the central problem of "seeing as an isolated or discrete activity by relocating what can be seen as a mutually animating event" (White, 2016b). This results in a breakdown of the traditional subject-object relationship in research and opens the interpretation to both the observer and participants' perspective. Polyphonic video recording was adapted by White in dialogic research with early childhood learners to capture one of the central themes of Bakhtin's philosophy, namely perception (White, 2016b). White states that perception was the central problem of Bakhtin's philosophy, "since, as he pointed out, we cannot see what someone else sees. In his view – even if we saw the same act at the same time – the same meaning does not ensue" (White, 2017, p. 210). Using small cameras attached to headbands to record the perspectives of early childhood education (ECE) teachers, infants and toddlers, White invites the field of social research to entertain perspectives on the dialogic event beyond the observations of the researcher (White, 2017). By juxtaposing the perspectives of all participants simultaneously during analysis, a qualitative depth of data is achieved that recognises the polyphonic nature of real lived dialogue, allowing for all voices to be heard simultaneously.

Adapting this polyphonic video approach for the private tertiary establishment (PTE), this thesis employs mobile eyewear recorders to capture the perspective of individual learners during classroom discussion (see Figure 3 for example). These recorders consist of a built-in camera and microphone in a pair of plastic framed glasses with clear lenses, which allows recording of the learner's point of view as research participant.

FIGURE 3: EXAMPLE OF MOBILE EYEWEAR RECORDERS



3.5.2. A 360-Degree Perspective

In addition to capturing the individual learners' perspectives via mobile eyewear recorders, the classroom dialogue is recorded via a 360-degree camera (LG 360 available from the WMIER Video-lab). The recording from the 360-degree camera provides a perspective of the classroom discussion from a satellite perspective. This is an attempt to recreate, through digital video technology, what Bakhtin (1990) describes as a unitary, complex event:

In which every participant occupies his own unique position within the whole of it, and this whole event cannot be understood by way of co-experiencing with its participants, but, rather, presupposes a position outside each one of them as well as outside all of them taken together. (p. 65)

Through utilising both a 360-degree camera for a holistic perspective on classroom discussion, and mobile eyewear recorders to capture the individual learner perspective, the thesis aims to penetrate the “visual surplus” of others (Bakhtin M. M., 1990). Bakhtin states that visual surplus or excess of vision relates to the idea that if you look at someone, you can see the objects they cannot, for example the wall behind them, their body, face, etc. Visual surplus also relates to the idea that when two people look at each other, what is reflected in the pupils of their eyes are two different

worlds (Bakhtin M. M., 1990). Attempting to penetrate the visual surplus is important not only to provide an accurate record of the unique environment international learners experience in a New Zealand private tertiary establishment (PTE) in the 21st Century, but also to acknowledge the polyphony of multi-lingual classroom discussion.

Video recording creates the opportunity to review, de-construct, reflect and re-construct the data, providing an opportunity that other data collection methods do not effortlessly allow. Video recording challenges the first law of human perception as defined by Bakhtin “whatever is perceived can be perceived only from a uniquely situated place in the overall structure of possible points of view” (Bakhtin M. M., 1990). The development of digital video technology allows the researcher to access multiple perspectives about the same event, and mobile eyewear recording allows the unique perspective of others to momentarily become our own.

3.6. Participant Profile

A private tertiary establishment (PTE) with national colleges across New Zealand was approached to access a sample of learners for this thesis. A category one education provider, New Zealand Qualifications Authority (NZQA) assess the PTE to be highly confident in educational performance and its capability in self-assessment. The provider delivers, amongst other programmes, a Diploma of Business Management (Level 5) and Diploma of Business Management Advanced (Level 6) (Ako Aotearoa, 2012). Most learners are from the Indian sub-continent (Bangladesh, India and Sri Lanka) and mostly aged 19-20 years. It should be acknowledged that the title “international learners” is a misnomer for this thesis, being a grouping of a multitude, and that the thesis is focused on a very specific subset of tertiary learners from the Indian sub-continent. In terms of the demographic profile of learners, the selected classroom represents a typical range of cultural, gender and age groups for the private tertiary learner cohorts including Nepalese, Punjabi and Hindi learners.

3.7. The classroom context

The most appropriate classroom for data collection was selected in conjunction with the private tertiary establishment's (PTEs) business management faculty and access to learners took place across two sessions of one and a half hours each, on the 2nd March 2017. The classroom selection was based on availability of the tutor, learners and recording equipment, and appropriate lesson design within the context of the usual programme delivery to elicit classroom discussion. Data for the thesis was recorded for two distinct pedagogical classroom events as follows:

Pedagogical event 1: **Classroom discussion** comprised of a whole class Brainstorm activity regarding 'what makes a good employee' (see Appendix 5 for an image of the output from the brainstorm activity).

Pedagogical event 2: **Group work** where groups of 3-4 learners were set the task of generating a ranked list of ten attributes to be included in an organisation's customer service plan, based on the attribute list compiled during the classroom brainstorm activity. Each group had to design an A3 size poster to present their customer service plan to the classroom (see Appendix 6 for an example of the poster created by Group B).

This thesis did not set out to review the type of pedagogical event or the tutor's practices as such, but rather capture a typical classroom discussion for the PTE. The events that were recorded represent an everyday experience for the learners within this context.

3.8. A Staged Approach to Analysis

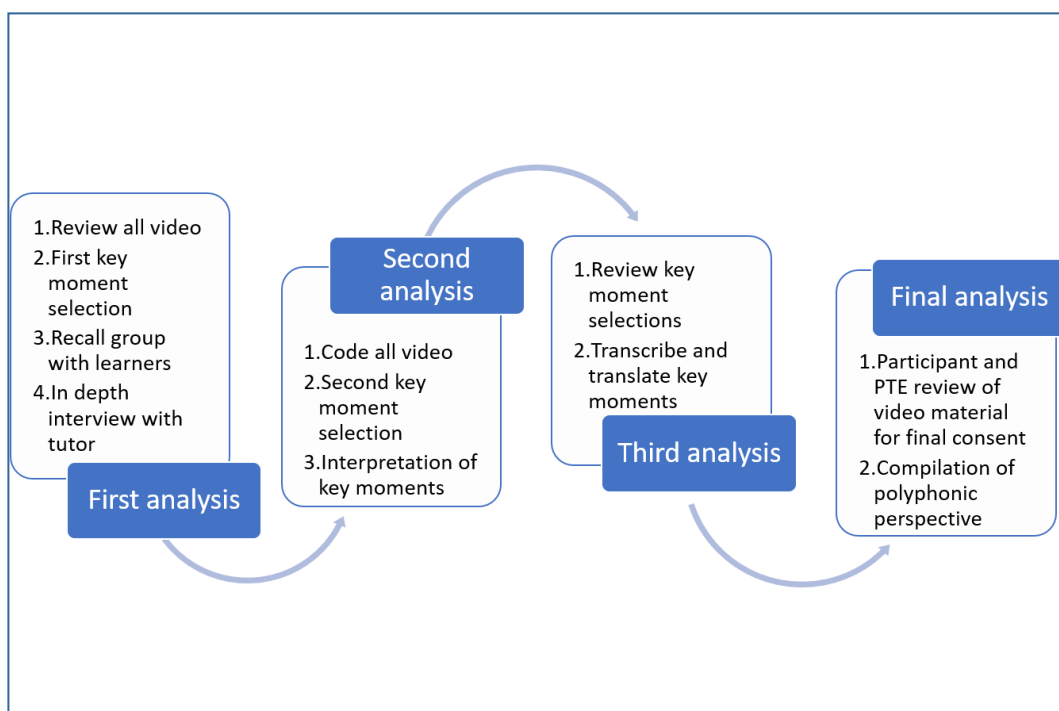
As mentioned before, in this thesis the analysis does not strive to provide a definitive answer, but to explore the deeper motivation behind the interactions during the classroom discussion and group work, providing both holistic and specific perspectives using video analysis. To make the most of the unique advantage that video recording for data collection affords, the recorded material was analysed in stages, with input from the learners, tutor, an interpreter and the private tertiary establishment (PTE) sought at different points in the process of analysing and compiling the

results. This approach takes advantage of what Derry, et al (2010). notes as follows:

One advantage of video recordings as a source of data is that they can be viewed multiple times in different ways, with different people, at different times in the history of a research project, and even by different research groups. (p.17)

The staged approach was partly adopted out of necessity because the English translations were only made available two months after the data was collected, but this approach was also adopted to manage the volume of data collected. Video footage from four groups was available (A, B, D and E) for analysis and due to the multiple recording devices, the recorded material was 247 minutes in duration, although the class contact time was only 88 minutes. Group work constituted most of the recorded time (220 minutes in total). On the one hand a staged approach provided a systematic way of approaching a large volume of material but on the other hand, a staged approach provided an opportunity for the learners to have a say in the thesis results, supporting the complexity of polyphonic perspectives captured across multiple devices. Figure 3 illustrates the staged approach, with each stage discussed in greater detail thereafter.

FIGURE 4: STAGED PROCESS OF DATA ANALYSIS



3.8.1. First Analysis

The learners who participated in the lesson were invited to participate in a recall group interview to view and discuss the footage recorded via the 360-degree camera. It was evident from the initial viewing of the recorded material that the tutor has a substantial influence on learner behaviour, and upon request, the tutor did not attend the recall group interview but provided his input during an in-depth interview held directly thereafter. The tutor reflected on the same key moments as was raised with the learners, but although his perspective is noted in context, the reflection with learners informed the analysis being key to understanding the learners' perspective on engagement.

The recall group interview and in-depth interview comprise the first level of data analysis. The feedback from learners was used to inform the next stage of analysis. The ability of the 360-degree footage to readily synchronise with mobile and laptop devices meant that reconvening for recall interviews was possible within a week of video recording. This timeframe meant that collecting timely feedback from the learners and the tutor was possible, supporting the best practice of obtaining "participant involvement as soon as possible after recording" (Derry, et al., 2010, p. 17). The group recall interview provides an opportunity for learners to reflect on the classroom discussion, and identify times within the discussion when they felt drawn to or pushed away from the subject. In contrast to a focus group discussion, the group stimulated recall interview did not require that consensus be reached amongst participants, but aimed to provide an opportunity to review and reflect on the classroom events and learnings presented.

The group recall interview was an hour in duration and facilitated by the researcher. A semi-structured discussion guideline was used to prompt response, with the key questions being, "When do learners feel involved or interested in subjects and material?" and "What makes them feel less involved and interested?" Two key moments from the 360-degree perspective was shown to learners as prompt material.

Selecting Key Moments

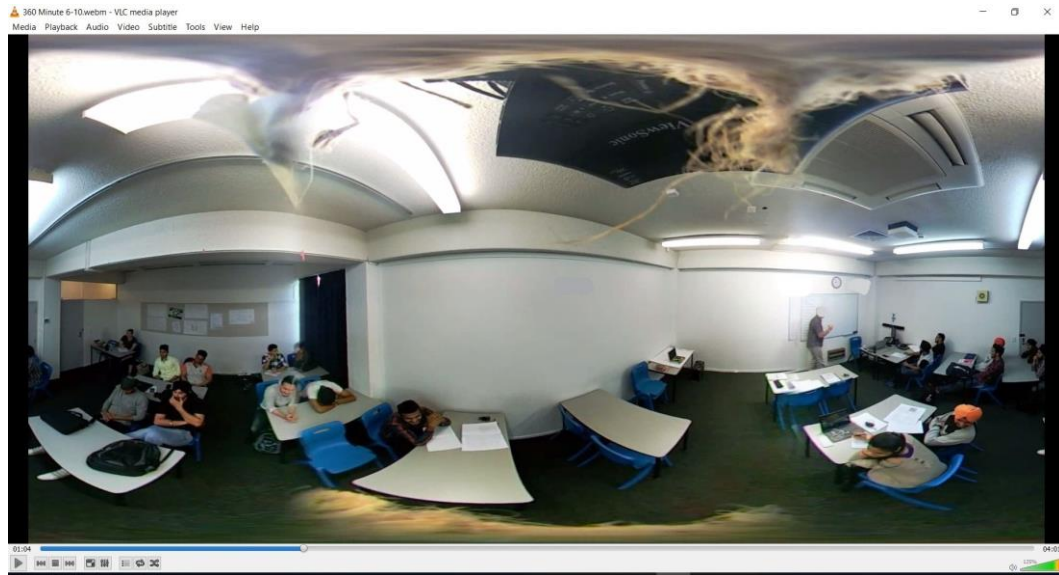
Using the data analysis process that Sullivan describes the data set for this thesis was viewed in entirety in the first analysis stage (Sullivan, 2012). Key moments were identified and showed to the participants in a group recall interview. Key moments were selected for being events in the recorded material that stood out from a pedagogical perspective and for highlighting important socio-cultural interactions. The selection of key moments is triangulated through the verification of footage selected from observations, with an oral interpretation and subsequent transcription or translation resulting in a more in-depth analysis. This approach reflects Sullivan's point that the evaluation of qualitative research is possible through comparing interpretations "across time and validated by other interpreters, including academics and (also) participants" (Sullivan, 2012, p. 147).

The first key moment was selected for representing a moment of high energy and rapid interaction, with most learners actively participating in the discussion (360-degree min 6-10). A screen shot of the seventh minute is shown in Figure 5, to provide a sense of the interaction between the learners and the tutor. The interaction is marked with laughter and positive commentary from the tutor, and the learner lying down on his arms was not bored or sleeping in this instance, but laughing and attempting to hide his face, having just offered the word creative to be added to the board. Learners are looking around at each other, interacting with their peers and the tutor, and the discussion is increasingly multi-lingual with only the contributions to the brainstorm activity in English.

The holistic view of the classroom, in this instance captured by the 360-degree camera, impacts how learners thought about the dialogic event, providing them with a new perspective of the classroom discussion and learning experience. Brannon (2013) cautions that a satellite perspective views the physical, geographical aspects without interacting on a social or cognitive level with the subject, and it is easy for the observer to forget that how we see influence how we think. On this basis, I argue that the learners' reflection during the group recall interview is coloured by their ability to view their own classroom from a holistic perspective through the

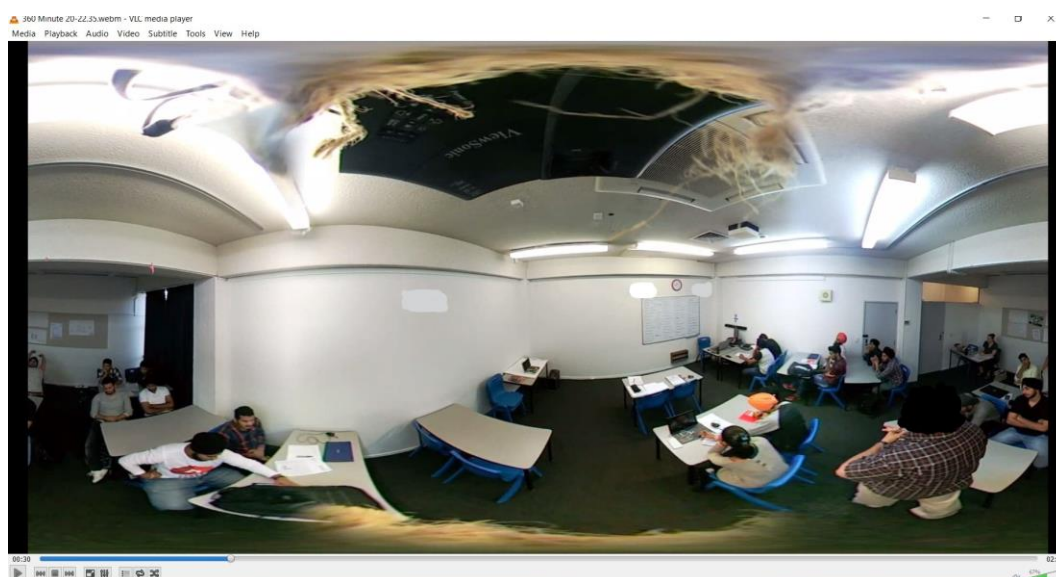
360-degree footage. For many learners, this was the first time that they had viewed their classroom interactions on a video format, introducing an unfamiliar perspective on their own classroom interactions and behaviour.

FIGURE 5: SCREENSHOT OF MINUTE 7 FROM 360-DEGREE FOOTAGE



The second key moment that was selected as a stimulus for the group recall interview was more low-key in terms of energy, with most learners quietly listening while the tutor was actively encouraging participation (360-degree min 20-23). At this point the brainstorm activity is complete, and the tutor is explaining the next task (group work) requirement to learners. Instead of simply instructing learners, the tutor asks learners what the rationale for the next learning task could be. The screen shot of minute 23 (Figure 6) shows the tutor directing students' attention to the items listed on the whiteboard, with some students focussing on mobile devices and textbooks. While some learners seem to be struggling to answer the question, others are yawning and stretching. As dialogue incorporates body-language in addition to verbal utterance, the yawning and stretching also formed part of the analysis.

FIGURE 6: SCREENSHOT OF MINUTE 23 FROM 360-DEGREE FOOTAGE



3.8.2. Second Analysis

Based on the feedback from learners collected in the group recall interview a code frame was developed to identify key moments during the classroom discussion in the second analysis stage. Video recording allows for a multi-layered approach to coding, with codes for audio events and visual observation overlapping. The V-note® software available through the University of Waikato Video-lab, allows for easy labelling and coding of video material, and code frames can be imported or exported for use across multiple recordings. For example, the code frame for the 360-degree footage was developed in the first instance and subsequently adapted for the mobile eye-wear group work recordings. In this section, Table 1 details the code frame used and Figure 7 provides a screenshot of the analysis output from the V-note® software.

Inductive Code-frame

An inductive approach to coding was applied with specific patterns and themes from observation developed into a broad generalisation. As illustrated in Table 1 differentiation was made between instances of learners speaking English and learners speaking another language based on what is audible on the video recording. This differentiation made it easier to identify the proportion of footage that required translation into

English for analysis purposes, and the codes were readily applied to the 360-degree footage and mobile eyewear group work recordings.

TABLE 1: CODES APPLIED TO THE VIDEO FOOTAGE

Code name	Used for 360-degree footage	Used for mobile eyewear group work recordings
Learner English	Yes	Yes
Learner Other language	Yes	Yes
Notebook / writing	Yes	Yes
Mobile / Tablet / PC	Yes	Yes
Look at camera or researcher / Aware of camera	Yes	Yes
Look at peers / other learners	Yes	Yes
<i>Text book</i>	Yes	-
<i>Yawn / stretch</i>	Yes	-
<i>Laugh out loud / smile</i>	Yes	-
Posters from previous class	-	Yes
Eye contact	-	Yes
Look at tutor	-	Yes
Look at whiteboard	-	Yes
Poster	-	Yes
Pens / colours	-	Yes

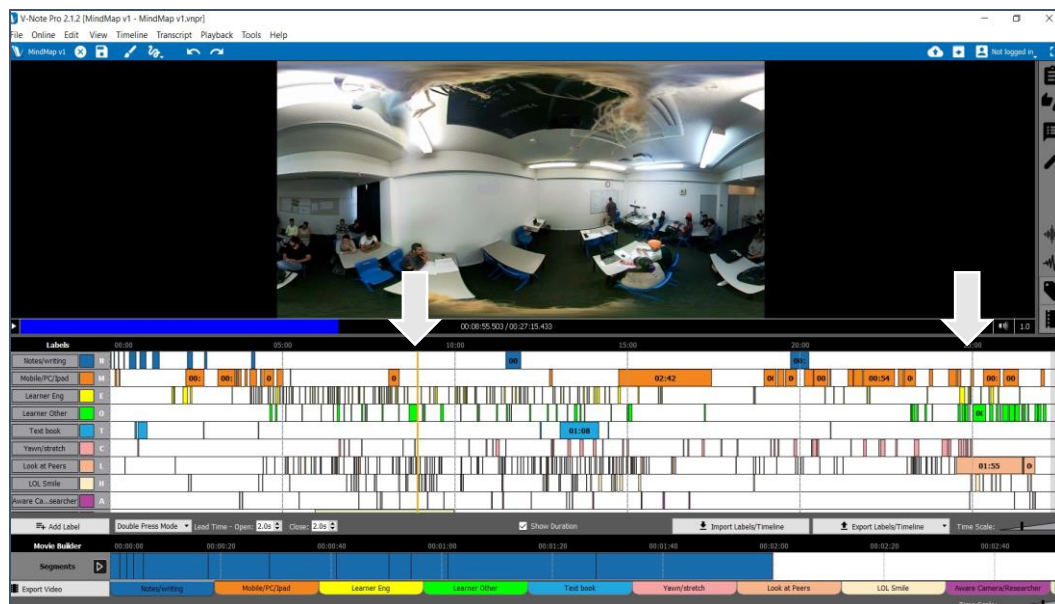
Other codes that were applied to both the 360-degree footage and the mobile eyewear group work recordings included learners writing in their notebooks or writing during the discussion, as well as instances of learners using mobile phones, laptops and/or tablets. In recognition of the deviation from a typical classroom situation created by the presence of video recording equipment and the researcher as non-participant observer, instances of learners looking towards either the camera or the researcher were coded.

Although a similar code was used for instances of learners looking at their peers and looking at other learners, there was a subtle difference across formats, as the 360-degree footage captures learners looking around during the classroom discussion, while the mobile eyewear group work recordings captured instances of learners looking at other learners outside

of their group. Instances of learners looking at the members of their own group were coded as eye contact, a code used only for the mobile eyewear group work recordings.

Codes that were only applicable to the 360-degree footage relate to learners accessing their textbooks, yawning or stretching, and laughing. Specific codes used for the mobile eyewear recording were developed to capture the direction of a gaze, including looking at the posters on the back noticeboard created by the previous class, looking towards the tutor, looking towards the whiteboard and looking down at either the poster or pens and colours in the design phase of their work.

FIGURE 7: SCREENSHOT OF CODING IN V-NOTE



Minutes in the recording where a high incidence of codes occurred were considered a strong indicator of a key moment of interest, as indicated by arrows in Figure 7. In this screenshot of the code frame for the 360-degree footage of the classroom discussion, the high instance of coding is evident in minutes 6-10 and a marked decrease in codes in minutes 20-23.

An independent interpreter was asked to provide oral translation of a selection of the recorded footage. The interpreter signed a confidentiality agreement to safeguard copyright and anonymity of responses as detailed in the thesis ethics procedure.

3.8.3. Third Analysis

Four key moments were selected out of V-note for the third stage of analysis, refining the choice in illustration of the thesis results through an inductive process of analysis. The selection of key moments was based not only on the high coding incidence explained in the previous section, but also on the interpretation of potential engagement and alienation that was occurring in these moments.

Selected key moments were then transcribed and translated to English and the English translation was overlaid onto the video as subtitles, introducing another layer of interest to the material. The selected key moments are detailed in the results section (Chapter 4) and can be viewed by following the links below. I invite you to view the four key moments as part of the process of data analysis, to enter dialogic interaction with the results as reader of the thesis.

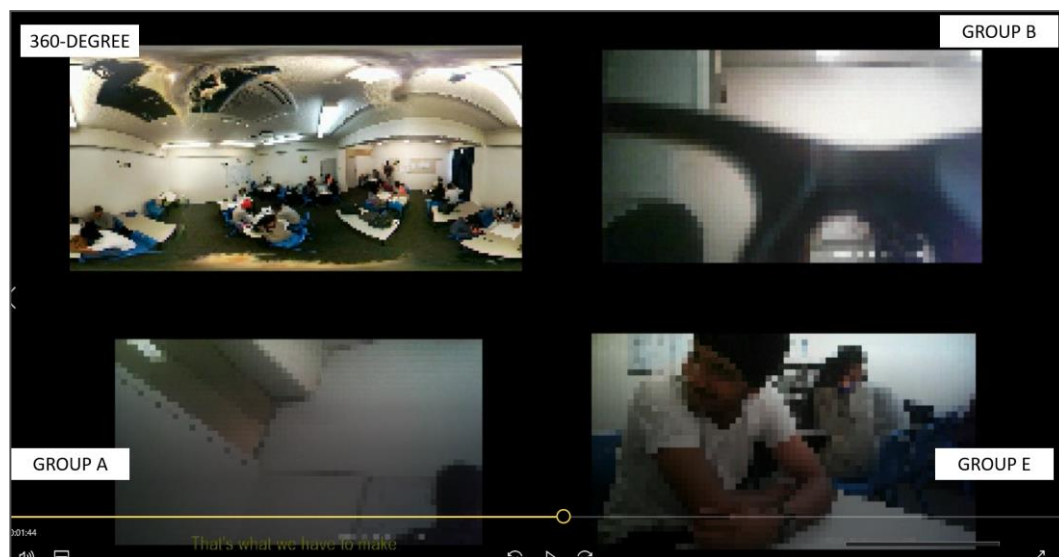
TABLE 2: LINKS TO KEY MOMENTS

No	Video footage identifier	URL Link (ctrl+click to follow)
1	360-degree footage: minute 6-10	https://youtu.be/k_dKY2e12vM
2	360-degree footage: minute 20-23	https://youtu.be/7532-xUvTcc
3	Group B: minute 6.30-7.30	https://youtu.be/DGD7l642FUI
4	Group B: minute 20-23	https://youtu.be/sHV3nRj8_jM

3.8.4 Final Analysis

The final stage of analysis was conducted using the synchronisation feature of the V-note® software to show a short snippet of the selected video key moments, captured from four perspectives simultaneously. This allowed the analysis to be stretched beyond observation from the perspective of the non-participant observer of the classroom discussion, and access the visual surplus of the learners' perspective. The polyphonic perspective, (Figure 8) aims to illustrate the Bakhtinian perspective on dialogue as translated by Liapunov “we do not have a dialogue between parts but dialogue among the totality, among the whole” (Bakhtin M. M., 1990, p. 112).

FIGURE 8: SCREENSHOT OF POLYPHONIC PERSPECTIVE



Showing the polyphonic perspective to participants assisted the analysis, introducing learners to a perspective of themselves recorded from different angles. The polyphonic perspective provide access to the visual surplus of another's perspective, thereby providing additional depth to the analysis.

TABLE 3: LINKS TO POLYPHONIC PERSPECTIVE

No	Video footage identifier	URL Link (ctrl+click to follow)
5	360-degree footage and mobile eyewear recording	https://youtu.be/wcMpfHsk3Mc

3.9. Ethics

This thesis was approved by the Faculty of Education Ethics Committee (FEDU105/16), with a second layer of consent requested during the analysis process, to allow for translation of select non-English audio files instead of all materials as originally proposed. The second consent also secured consent to manipulate original video footage to exclude the provider's branding and ensure anonymity of participants through pixilation of final published videos.

Various levels of permission were sought via consent letters to the management of the private tertiary establishment (PTE) (Appendix 1), a participant information sheet (Appendix 2), tutor consent letter (Appendix 3) and learner consent letter (Appendix 4). Due to the nature of classroom interaction and audio and video recording it is not possible for participants to withdraw their individual data, however participants who are in the video snippets were re-contacted to secure consent to publish their image in the results.

3.10. Researcher Reflexivity

As Morris states "an adequate analysis of the forms of reported speech begins with awareness of the dynamic interactive relationship existing between the reporting authorial utterances and the utterance which is being reported" (Morris, 1994, p. 61). In compiling this thesis, the necessity to adhere to academic writing requirements, while striving to reveal and respond to the learners' voice in a respectful and honest manner, provides a dialogic construction of its own, with my authorial voice as a researcher focusing on the compilation of an accurate account of the classroom discussion. On this basis, I conclude that the academic requirements of a master's thesis are the ultimate authoritative discourse (AD) pushing the thesis to a written format within the context of a submission for examination. In contrast my internally persuasive discourse (IPD) pulls towards exploring the learners' perspective using video methodology and allowing the learners to speak for themselves through audio-visual reporting of their viewpoints. Such is the dialogic tension that underscores this research.

To facilitate the dialogic analysis in this thesis, the results were not only collected from multiple perspectives, but the participants were provided an opportunity to reflect on the results. I saw this as an ethical imperative and, accordingly, sought additional ethical consent from University of Waikato to do so. Although employing this additional approach to analysis was more time-consuming it provided what I interpret to be an appropriate relational approach to dialogically exploring what constitutes international learner engagement in the New Zealand private tertiary establishment (PTE).

3.11. Summary of Methodology

A dialogic approach fits well with research regarding learner engagement in education. Heteroglossia was selected as a relevant lens to apply to the multilingual discussion that international learners experience in New Zealand's private tertiary classrooms, introducing the concepts of centripetal and centrifugal forces. Making a distinction between authoritative discourse (AD) and authorial voice allows the opportunity to scrutinise the heteroglossic experience of learners engaging with each other and the subject under discussion, while exploring what drives engagement and/or alienation for international learners.

In the investigation of what constitutes international learner engagement, an attempt is made to replicate the exchange of consciousness through technology, not only recording holistic perspectives of classroom discussions, but recording individual learner's perspectives through mobile eyewear technology to provide an opportunity to view the classroom discussion from within. As such, the multiple recordings aim to replicate the polyphonic nature of classroom discussion, by not only recording what learners saw and said during the event, but also capturing the overall view from a satellite perspective.

Overall qualitative research results cannot claim to be generalised and results are not applicable to all international learners in New Zealand. Replicating this thesis later within another context will not yield the exact same results, however, core themes that emerge from the thesis results, align with current research in international learner engagement. The

polyphonic video analysis is a method that could enhance the understanding of other classroom discussions in the future. Video recording as data collection method provides opportunities to review and reflect on the classroom discussion not readily offered by other data collection methods. A staged approach to the analysis of the results is employed to maximise this potential in an ethical and responsive manner. The next chapter discusses the results from this staged analysis on hand of related dialogic concepts.

4. Key Heteroglossic Moments of Engagement and Alienation

Having developed the international classroom context, and dialogic methodological approach for this thesis in the previous chapters, Chapter four presents a series of key moments that respond to the research question “which dialogic events during classroom discussion support engagement for international learners in private tertiary establishments (PTEs)?” Table 4 identifies selected key moments of engagement or disengagement, detailing duration and providing a short descriptor of the content. Links to the key heteroglossic moments are also available and you are invited to view the videos as part of the reading of the thesis, to enter the complex dialogue of international classroom discussion. Key moments are analysed through the framework of heteroglossia to identify instances of centripetal and centrifugal forces at work in the discussion, as well as the authoritative discourse (AD) and internally persuasive discourse (IPD) that support engagement for international learners.

TABLE 4: KEY MOMENTS OF INTEREST

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
1	Behavioural engagement	4 min	360-degree footage: minute 6-10	https://youtu.be/k_dKY2e12vM
2	Alienation (dis-engagement)	3 min	360-degree footage: minute 20-23	https://youtu.be/7532-xUvTcc
3	Seeking authoritative approval	1 min	Group B: minute 6.30-7.30	https://youtu.be/DGD7l642FUl
4	Authorial voices colliding	3 min	Group B: minute 20-23	https://youtu.be/sHV3nRj8_jM
5	Polyphonic heteroglot	3.30 min	360-degree footage and mobile eyewear recording	https://youtu.be/wcMpFHSk3Mc

4.1. Key Moment 1: Behavioural Engagement

The video has been modified by applying a pixilation filter to protect the anonymity of participants, and can be viewed by accessing the link below (ctrl+click to follow link):

TABLE 5: KEY MOMENT 1: BEHAVIOURAL ENGAGEMENT

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
1	Behavioural engagement	4 min	360-degree footage: minute 6-10	https://youtu.be/k_dKY2e12vM

The footage shows the quick-fire engaged interactions associated with learners who are interested, involved and engaged in the discussion, which is in line with Garrett's description of what engagement looks like (2011 as cited in Ratcliffe & Dimmock, 2013) in section 2.1. Learners more readily speak out, get involved in peer-to-peer side conversations, and overall more instances of the use of non-English language is evident. During the group recall interview learners stated that they are more engaged with learning when the tutor takes the authoritative lead in conveying information and when they are involved in practical activities, for example group work.

The role of the tutor is important for learners and they indicate that the tutor helped them "think". Although this is not a claim that cognition requires the presence of a tutor, it is in line with results from quantitative research regarding learner engagement, which emphasises the role of the teacher (Zepke et al., 2013). During the classroom discussion, the tutor's responses were mainly affirmative in nature, for example "ok", "yes", "good", "lovely", "I like that!" His tone kept the momentum of the classroom discussion going while providing positive affirmation to all contributions. Once learners understood that no response was being questioned, judged or discarded by the tutor, their interest and involvement in the activity increased, and the tutor's role in this instance was to stimulate the generation of ideas and contributions from learners.

Both the learners and tutor confirm that they were engaged during minute 6-10 of the classroom discussion. The concept of a brainstorm was unfamiliar to the learners at the outset, and the tutor was required to explain the rules for example, there being no need to raise hands, no need for discussion and the aim was to record spontaneously generated ideas around the topic as soon as possible on the whiteboard.

During the classroom discussion learners became more involved once the tutor challenged their level of contribution by comparing their performance to another classroom's, laying down the intellectual gauntlet, so to speak. This challenge by the tutor, given verbatim below, seem to not only speak to the learners' competitive nature, but provide them with a clear measure of what was required for this activity:

"Keep going, there's a lot more. When I did this exercise with my class on Tuesday we got over 50 words".

Interestingly, because the challenge sets clear boundaries to the task, in the 11th minute, when the set target of 50 words was reached, learners attempted to derail the brainstorm activity, having now completed the set task as per their understanding of the tutor's expectations. Learners eagerly raise the attainment of the set target, but also point out the consequent lack of space on the whiteboard, attempting to direct the tutor's attention to reasons to halt the activity. Possibly this shows a commitment by learners to reach their target, but not necessarily push themselves beyond the limits of what they perceived as required from them.

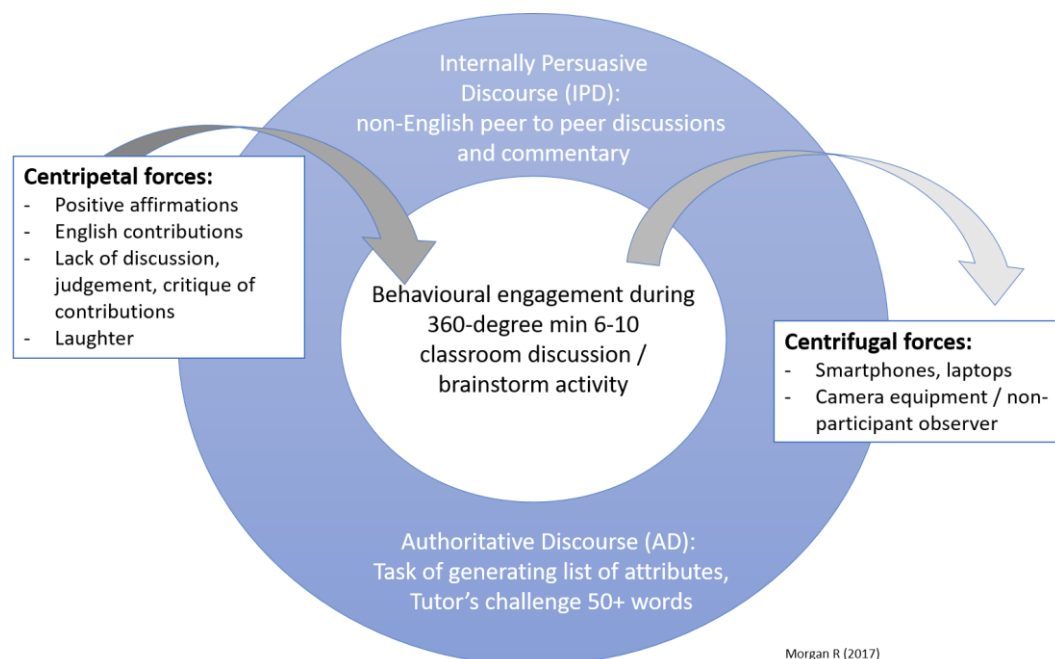
An increase in non-English peer-to-peer conversations is evident in key moment one. This relates to learners engaging in discussion in an "an elastic environment of other, alien words about the same object" where, as Bakhtin propose, words are "already as it were overlain with qualifications, open to dispute, charged with value, already enveloped in an obscuring mist" (Bakhtin M. , 1981, p. 276). The words provided by learners in the classroom discussion are met by a mist of values and expectations, and everyone involved bring their own misty environment with them. I maintain that the international learner draws on the similar experience, values and

expectations of their peers to penetrate this mist when engaged in an activity that requires them to develop their own response. The increase in non-English side conversations is interpreted to relate to the learners' need to not only understand the tutor's expectations, but also to find the correct words to express themselves. Roughly translated as "Oh my God, what is this?" and "Do you think this is right? Shall I say it?", the non-English utterance seems to indicate that learners are clarifying the task and an appropriate response with their peers before speaking up in class.

Learners in this key moment exhibit a strong desire to be correct before contributing a response to the classroom discussion. As the tutor deliberately kept his verbal affirmations positive during the classroom discussion, it seems as if learners are more likely to look elsewhere for authoritative discourse (AD) to use in formulating their verbal contributions, that is their authorial voice. For example, although the tutor asked learners not to refer to their text books during the brainstorm activity, some learners sneaked a look to provide a contribution. This seems to relate to White's observation that "dialogic pedagogy classrooms may also be scary or unsettling places for learners who have grown accustomed to receiving rather than generating knowledge" (White E. J., 2016a, p. 41), as there is some trepidation around providing the incorrect response evident. Learners' intrinsic need to provide the correct answer is confirmed during the interpretation of video footage, with peer conversations tending to be around "what is this thing?" and "would this be right?" The learner's authorial voice goes to great lengths to seek support from AD, and it should be questioned whether generating knowledge is an unfamiliar educational approach for learners from the Indian sub-continent. The theme of seeking authoritative discourse is developed further through the analysis of key moment three.

Figure 9 is based on the depiction of heteroglossia introduced earlier in the methodology section, overlaying the concept for key moment one to illustrate the centripetal and centrifugal forces at work, as well as authoritative discourse (AD) and internally persuasive discourse (IPD).

FIGURE 9: HETEROGLOT OF BEHAVIOURAL ENGAGEMENT IN KEY MOMENT 1



When applying a heteroglossic lens to key moment one, centripetal forces seem to outweigh centrifugal forces, with the use of English, positive affirmations, laughter and lack of discussion, judgement and critique of individual contributions pulling learners into the brainstorm activity, contributing to what could be described as an engaged classroom from a behavioural perspective (Kahu, 2013). Limited centrifugal forces are evident at this point and these mainly relate to technology, such as smartphones and laptops, which distracts learners momentarily from the discussion. The classroom discussion task of generating a list of attributes associated with a good employee, and the tutor's challenge to students to generate more than 50 words, act as AD in this heteroglot and set the boundaries and expectations of the classroom discussion. IPD relates to the non-English peer-to-peer discussions that seek clarification of ideas and concepts before hazarding a response or contribution to the overall discussion, as well as the occasional non-English commentary that was made out loud about other learners' contributions. As the classroom discussion did not require justification of learners' contributions, an ease in tension is experienced, with no contributions scrutinised or critiqued as right or wrong. The activity created a safe environment for international learners to contribute their thoughts without the added tension of explaining and justifying their response. Based on this result, I argue that

learner engagement relies on centripetal forces for international learners in classroom interactions, particularly positive affirmations, authoritative approval, a non-judgemental environment and humour.

The use of a 360-degree camera, and the presence of a non-participant observer are centrifugal forces at work, with learners in the process of normalising the presence of both. Although feedback from the tutor indicated that the presence of recording equipment led to the class being more subdued than normal, these were not distracting enough to halt the classroom discussion completely and the centripetal forces were stronger in key moment one overall.

4.2. Key Moment 2: Alienation (Dis-engagement)

In contrast, minutes 20-23 of the 360-degree footage show a more subdued response to the tutor's questions, a quiet class that seem dumbstruck by the tutor's remarks, struggling to respond verbally to his queries. The video in Table 6 has been modified to safeguard anonymity and can be viewed through the following link (ctrl+click to follow link):

TABLE 6: KEY MOMENT 2: ALIENATION (DIS-ENGAGEMENT)

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
2	Alienation (dis-engagement)	3 min	360-degree footage: minute 20-23	https://youtu.be/7532-xUvTcc

From a behavioural perspective on learner engagement, these learners seem alienated from the topic, the tutor's verbal instructions, and questioning. The learners appear to give up on any attempt to contribute to the learning process or engage in the discussion. Evidence of boredom (yawning, stretching, lying down on their arms) is seen, as well as instances of use of digital technology such as tablets, mobile phones and laptops. Some learners are using reference material such as the written textbook and the overall energy of the room is subdued.

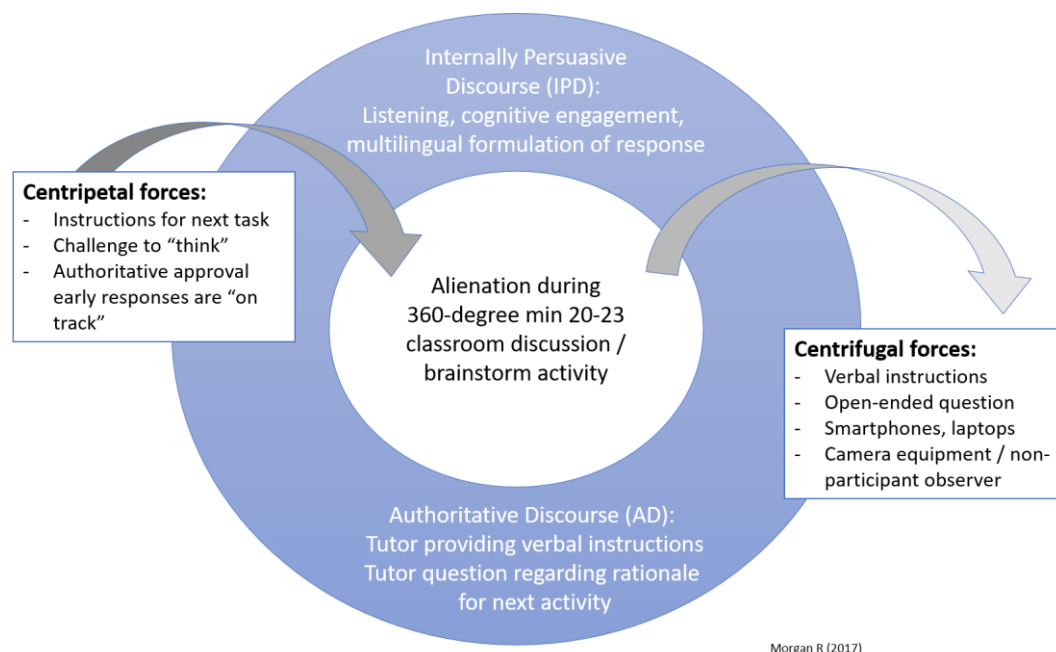
Based on the reflection with learners, I conclude that what is perceived as disengagement by a non-participant observer are moments of cognitive

engagement for international learners. When learners were shown the key moment footage, most students claim to not be alienated at that point, but rather thinking about what was required of them from the tutor.

The reflection and interpretation challenges the relevance of a purely behavioural perspective on international learner engagement, such as proposed by Garrett, which uses visible behaviour(s) as a foundation for determining engagement (2011, as cited in Ratcliffe & Dimmock, 2013, p.61). The behavioural perspective interprets the lack of response, use of distracting resources such as tablets and textbooks, and increase incidence of yawning, stretching and lying on arms, as indications of alienation as such. Reflection by learners on this footage indicate that the shift in focus from the tutor speaking and explaining, to requiring an explanation from the class, provide a moment of disconnect and confusion, and the complexity of what constructs engagement for international learners is emphasised. Key moment two illustrates complex cultural communication as described by Bakhtin, where “sooner or later what is heard and actively understood will find its response in the subsequent speech or behaviour of the listener”, but presents as a delayed responsive understanding (Bakhtin M. , 1986, p. 69) as international learners require time to formulate their response and find their English authorial voice.

Figure 10 adapts the earlier depiction of heteroglossia, to illustrate the different forces, as well as different discourses at work in the classroom discussion in key moment two.

FIGURE 10: HETEROGLOT OF ALIENATION IN KEY MOMENT 2



Applying a heteroglossic lens to key moment two shows a slant towards the centrifugal forces that push the dialogue away from discussion through posing an open-ended question, “Why do we reduce a great list like this to a smaller one?” Learners are more readily distracted by smartphones, laptops and tablets at this point, and only the tutor’s quest for learners to supply a rationale for the next activity (reducing the list of 50 plus words to a ranked top ten attribute list), acts as centripetal force. It seems as if learners are disengaging with the verbal instructions when only required to listen to the tutor, but from a dialogic perspective learners are formulating their response through internally persuasive discourse (IPD) using multiple languages.

It was evident from the recordings, reflections and interpretation that most international learners are developing their response by engaging several languages simultaneously in developing their understanding of the subject material. This is an example of translanguaging that is worth noting and investigating further. Translanguaging is “the flexible use of linguistic resources by multilingual speakers” (Blackledge & Creese, 2014, p. 11). Translanguaging raises the question whether sufficient time is allowed in question and answer discussion formats for international learners to formulate their response in general given the complexity of cognitive engagement. Learners do not seem to have a ready English-medium

response available to the continued prompting from the tutor in key moment two, taking some time for them to think through the question posed, and the response required utilising more than one language. The lack of response seems to be an indicator that international learners require a bit more time to think through their response. However, it should also be noted that once the tutor confirmed that the first two responses provided from learners are on the right track more learners are willing to contribute an answer, acting as a centripetal force and reinforcing the results from key moment one regarding learners' needs for positive affirmation and authoritative approval to support the development of their authorial voice. Based on key moment two it is evident that alienation or disengagement is related to stronger centrifugal forces in the heteroglot of classroom interaction, but also that the development of authorial voice (response) through IPD could easily be misinterpreted as alienation or disengagement in the multi-lingual classroom environment. On this basis, I assert that what might be interpreted as alienation, based on contemporary literature, could, in fact, be perceived as a source of alterity, otherness, for these international learners.

4.3. Key moment 3: Seeking Authoritative Discourse (AD)

For the learners in Group B the search for authoritative discourse (AD) is answered at the point when the tutor hands out A3 sheets for learners to create their posters. Minute 6.30-8.00 of Group B were transcribed and translated into English in the third stage of analysis and can be viewed by following the link in Table 7 below (ctrl+click to follow link):

TABLE 7: KEY MOMENT 3: SEEKING AUTHORITATIVE DISCOURSE

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
3	Seeking authoritative discourse	1 min	Group B: minute 6.30-7.30	https://youtu.be/DGD7I642FUI

The learner facing the camera is seated facing towards the back of the class, and when he looks up, he sees example posters created by the

previous class on the backboard. Initial viewing of the footage shows the learner's demeanour change from being insecure and quite downcast in his struggle to create meaning from the group work, to a straight-backed, confident posture when he suddenly understands what is required given the examples of the previous class work. For this learner, it truly is as if a light goes on, a metaphorical light-bulb moment.

In this moment of understanding, a sample of the required outcomes is pivotal for this learner, as he is more engaged and involved in the task from that point onwards. From a socio-cultural perspective on learner engagement, the interpretation of this footage highlights that the learner not only brings the examples to his peers' attention, but he also assumes a secretive stance towards learners from other groups from that point on. This learner does not want to give away the competitive advantage of the example posters to other groups or make the tutor aware that his group has noticed the posters on the backboard. Within the context of this thesis, as a key moment, minute 6:30-8.00 of Group B clearly illustrate the importance learners attach to the AD when developing their own authorial voice.

Matusov (2011) in his discussion on authorial teaching and learning indicates that learners "author themselves in the society, culture, practices and discourses", commenting on the process orientation of authorial learning, opposed to the product orientation of other authorial practices (p. 36). In this thesis, the product orientation of the group work task disrupts the process of developing an authorial voice for learners, as they seem to focus their attention on the expected outcome of a written poster rather than the verbal discussion and implied learning through dialogue. I argue that if the outcome required an oral presentation without the aid of a written poster there may have been an increase in discussion as learners' focus was diverted to producing a written outcome.

Applying a heteroglossic lens to key moment three, the tutor distributing A3 paper serves as a centrifugal force disrupting engagement with the task of shortlisting and ranking the most important attributes as a group. The examples of posters being made by the previous class on the backboard first serve as centrifugal force for the learner facing the camera,

distracting him from the discussion. This learner engages dialogically with these example posters and once he understands their relevance and application to the task of making their group poster, he introduces them to his group as a centripetal force, provoking them with the availability of an AD to imitate. This relates back to Sullivan's discussion on belief in authority that allows for discourse to be both AD and IPD simultaneously (Sullivan, 2012).

In key moment three, the wearer of the mobile eyewear recorder considers the approach taken by learners from the previous class showcased in the example posters, but is distracted by the centrifugal force of the tutor re-explaining the task requirement to another group (Group A). The learner facing the camera's suggestion of imitation is disregarded in favour of an approach that first select and rank the top attributes, before compiling the group poster. The tutor walks past and suggests a similar approach, namely to note their shortened list down before they begin their posters, thereby providing the AD that approved the approach favoured by the wearer of the mobile eyewear recorder.

Based on key moment three, I argue that AD is key to learners developing their authorial voice, and acts as a centripetal force to engaging learners with the required task. While AD in this key moment belongs to both the tutor and the example posters faith in the authority of the tutor overrides the authority of the examples. This leads to the authorial voice of the wearer of the mobile eyewear recorder being dominant in the written outcome as the AD of the tutor has the upper hand. This argument is developed further in key moment four next.

4.4. Key Moment 4: Authorial Voices Colliding

Key moment four was translated into English, with subtitles added to the recording for ease of analysis. The modified video can be viewed by following the link listed in Table 8 below (ctrl+click to follow link).

TABLE 8: KEY MOMENT 4: AUTHORIAL VOICES COLLIDING

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
4	Authorial voices colliding	3 min	Group B: minute 20-23	https://youtu.be/sHV3nRj8_jM

In key moment four, the learners are engaged in discussion about the words to select and add from the list generated during the classroom discussion. The recording starts with the repetition of the word confident. The word is repeated, as if weighed or measured within the context of the required task, attesting to the evaluation that the speaker applies to the word. Bakhtin remarks on the “repetition of the words of others in a way that re-accentuates and changes them”, and the repetition of the word confident points to the learner seeking a vocabulary to base his knowledge on in this instance (Bakhtin 1986, p.91 as cited in Blackledge & Creese, 2014, p.8).

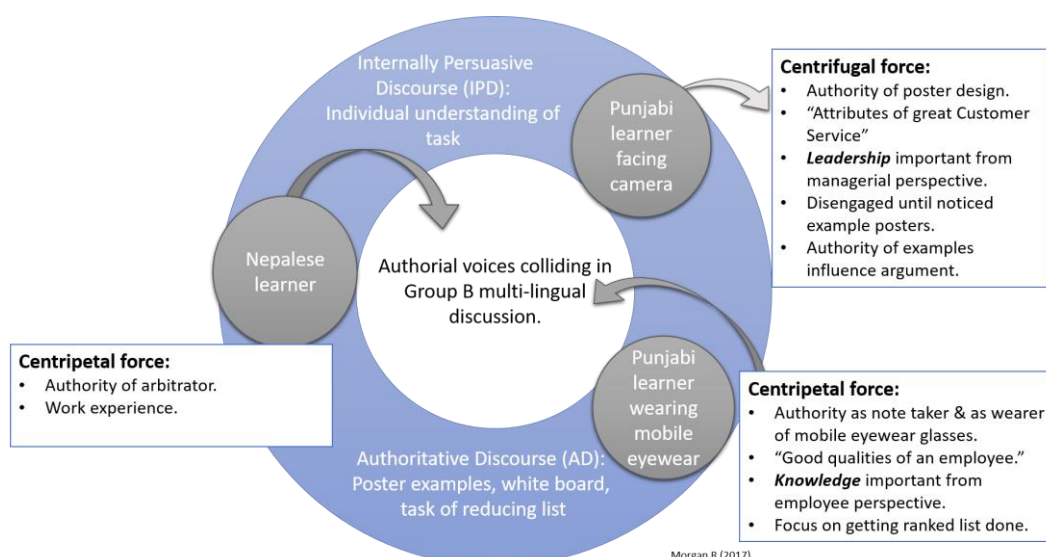
Learners indicate in the group recall interview that group work was a teaching technique that successfully engaged them in learning. The support for group work as an engaging learning activity resides mainly in the perception that it generally involves more practically applicable activities. Although group work is often viewed as an opportunity for several learners to actively develop their authorial voice regarding a topic through participation, in four of the five groups recorded for this thesis the person who wore the mobile eyewear was the person who wrote the notes and created the poster. This raises the question, “Whose authorial voice is being represented?”

A collision of voices is an expected outcome for group work where the authority of one learner’s voice differs to another. The result is a collision of authorial voices in the process of determining what aspects from the brainstorm activity should be included in poster design. Clark and Holquist remind us that “it is impossible for participants in the struggle between

centripetal and centrifugal forces to remain neutral” (Clark & Holquist, 1984, p. 7). While Bakhtin goes as far as to state “there is no such thing as an absolutely neutral utterance” (Bakhtin M. , 1986, p. 84). In similar fashion, the tutor’s instructions for the group work task indicate the need for learners to discuss, and not necessarily agree with each other, to reach a point of understanding. Applying a heteroglossic lens to the group work discussion allows us to view the centripetal and centrifugal forces at work in the collision of authorial voices.

Figure 11 is based on the earlier depiction of heteroglossia, adapting the concept for the three individual learners in Group B discussing customer service attributes to illustrate the different forces and discourses at work when authorial voices collide.

FIGURE 11: AUTHORIAL VOICES COLLIDING IN KEY MOMENT 4



The learner who wears the mobile eyewear recorder (from Punjab and represented in the bottom right of Figure 11) asks his peers whether knowledge or leadership should be the next attribute to add to the list. After asking them, he argues for the inclusion of knowledge, being a desirable attribute for employees to have when providing service to customers. His argument is based on personal experience within the retail industry, where knowledge of products is required to ensure customer satisfaction, citing an example of a customer looking for pasta sauce, and stating that no-one would admit to a lack of knowledge of the product when helping a client.

The learner facing the camera (also from Punjab and represented top right in Figure 11) disagrees, indicating that leadership is a more important attribute. His argument is based on management style, indicating that leadership is needed to ensure that employees work as a team and thereby provide a consistent customer experience. I maintain that the person writing, in this instance the wearer of the mobile eyewear recorder, has the authority to include or exclude any word to the selection, and in the end the wearer convinces the third learner, who does not argue his own point of view, but listened to both arguments. While part of both arguments is based on their personal experience, with a comparison of their workplaces the basis for their argument, some of the substantiating evidence for their argument seems to reside in the AD of the sample posters from a previous class (clearly visible to the learner facing the camera), leading to a strong argument for inclusion of the word leadership.

The third learner (from Nepal and represented on the left in Figure 11) sides with the wearer of the mobile recorder and the attribute 'knowledge' is added as a more appropriate attribute for a customer service requirement. The learner facing the camera is visibly upset as his perspective on leadership was not appropriately considered or included.

Analysis of the discussion on hand of the heteroglossic framework reveals a moment of dialogic provocation as the learners' opinions pushed or pulled towards a decision regarding which attributes to include. The centripetal forces evident include the work experience of the learners in the customer service arena (as working students they are familiar with the attributes of a good employee), and the desire to complete the task of shortlisting and ranking ten factors that contribute to a good customer services plan. Centrifugal forces include the discord between what makes a good employee versus what attributes should be included in a customer services plan. This subtle difference was introduced by the tutor at the end of the classroom discussion, and the arguments posed by both learners regarding the inclusion of knowledge or leadership reflect the difference in understanding between an employee and employer focused customer services plan. The task requires learners to show further insight, by applying their current knowledge of what makes a good employee, to

the related management level, namely, what constitutes a good customer services plan, but as is evident from the final Group B poster (Appendix 6) “Good qualities of an employee” carried the final argument. This argument relates to the voice of the learner who wore the mobile eyewear and his understanding of customer service from an employee perspective, as evidenced by his argument for inclusion of knowledge over leadership.

In key moment four, it is evident that the authorial voice of the wearer of the mobile recorder has “the upper hand”, in the words of Sullivan and the level of understanding of both the task and execution strongly reflects this learner’s perspective (Sullivan, 2012). The learner who is facing the camera experiences the authoritative discourse (AD) of the posters created by the previous class as centrifugal, in that he attempts to follow the samples readily available to him. The learner who wears the mobile eyewear recorder introduces a centrifugal force in selecting to take notes, and delegates the creation of the poster to the learner facing the camera.

The role of the third member in Group B should not be overlooked, as the argument for the inclusion of knowledge vis-à-vis leadership is largely directed at him. His AD, translated verbatim as “not leadership”, is the tipping point where after no further discussion on the inclusion of leadership is entered. The third learner does not justify his verdict, but seems to have the inferred authority to make the final call.

Based on this discussion I conclude that understanding and agreeing that the group task required the compilation of an employee focused customer service plan act as a centripetal force for two of the learners in this group, resulting in strong engagement with the task. In contrast the learner facing the camera experienced stronger centrifugal forces with the introduction of external AD from the example posters that approached the customer services plan from a managerial perspective. As such the learner facing the camera was less engaged in the discussion and the activity, to the point where he declares himself ready to excuse himself from class. Alienation or disengagement in this instance is related to (lack of) recognition of his contribution within the group, and dismissal of the AD he introduces. With his authorial voice shut down, and the note-taker’s

authorial voice taking the upper-hand, the learner is left alienated not only from the task, but also the group in this key moment.

4.5. Key Moment 5: Polyphonic Heteroglot

The fifth example of international learner engagement is illustrated through a polyphonic perspective on a 3-minute group work discussion, a unique opportunity that presented itself in this thesis as result of using both the 360-degree and mobile eyewear cameras.

Key moment 5 can be viewed by accessing the link in Table 9 below (ctrl+click to follow link):

TABLE 9: KEY MOMENT 5: POLYPHONIC HETEROGLOT

No	Key heteroglossic moment	Duration	Source	URL link (ctrl+click to follow)
5	Polyphonic heteroglot	3.30 min	360-degree footage and mobile eyewear recording	https://youtu.be/wcMpfHsk3Mc

Two recordings from the group work were translated and subtitles subsequently added to the polyphonic perspective. Group A is showing in the top right and Group B is showing in the bottom left of the polyphonic view. As mentioned in the methodology section, Group E (bottom right) was translated but as the conversation split into two separate dialogues (one in Punjabi around working in the orchards and the other in Nepalese regarding creating the poster) the subtitles are not added as the dialogues together do not make sense.

Overall the polyphonic view provides a combined view of the event, with learners pulling and pushing against each other in the process of making posters. The polyphonic view allows more than one perspective of the same event, thereby drawing the observer out of his or her own perspective, into the world of others. Clark and Holquist concludes that the result “is a paradox that says we all share uniqueness”, and the polyphonic perspective provides a short moment in that shared space where all are distinctly the same (Clark & Holquist, 1984, p. 71). The

polyphonic perspective also confronts us with the self-other relationship, a “relation of simultaneity”, where we deal with what is the same and what is different in space and time (Holquist, 1990, p. 19). Bakhtin repeats the idea several times in his work and Shields emphasises “the importance of acknowledging multiple perspectives and voices is that this mode of thinking opens up aspects of man” (Bakhtin 1973 as cited in Shields, 2011, p.234).

As shown in the 360-degree perspective (top left), learners from all groups turn to watch the tutor as he proceeds to rearrange posters created by the previous class on the back noticeboard. Although the tutor does not say anything, he engages the learners through his actions. For some learners, this is the first realisation that examples of the expected outcome, in the form of posters made by the previous class, are available.

Viewing the polyphonic perspective activities that are the same relate to the selection of attributes to include on the ranked list for their posters, the action of writing the posters, selection of colours and watching the action of the tutor as he moves the posters created by the previous class. The proportion of time spent writing during group work discussion is disproportionate, and I argue in section 4.3 that this is largely driven by the perceived desired outcome of a written task (poster).

Applying a heteroglossic lens to the three group perspectives used in the polyphonic view also reveal similar centripetal and centrifugal forces at work for learners in all three groups. The tutor checks in with two of the three groups, causing a distraction from the task of making a poster, while across all three groups the tutor’s actions when moving the posters from the previous class also acts as centrifugal force. In both Groups B and E (bottom left and right), the mobile eyewear records several instances of the writer looking around at members of other groups, gauging peer reactions to the task set and the example posters. Writing a shortened list of attributes down in a notebook, the selection of felt tip pens for creating the posters and the design and/or layout of the posters serve as centripetal forces across all three groups.

As discussed in the analysis of key moment four, the example posters initially serve as centrifugal force, with Group B's discussion halting as learners become aware of these. In the polyphonic perspective, it is evident that once learners had an opportunity to engage with the posters dialogically, most groups dismiss the examples, based on the relevance to their own work. For learners who do not have faith in the authority of the example posters there is limited contribution from this authoritative discourse (AD) to their meaning-making process.

However, the dismissal is not universal and in both Group A and B some members of the group continue to experience the centrifugal force of the example posters pulling at them, prompting them to contribute additional options to the shortened list. The inclusion of "leadership" was discussed in key moment four, but it should be noted that a similar reiteration of "good listener" was recorded for group A.

The interaction between Group A and B around sharing the use of the ruler, is another centrifugal force, disrupting engagement with the task of creating the poster. The learner facing the camera in Group B request the use of the ruler, and although Group A is not using it at that point they do not wish to share this resource, leading to a collision around access. For Group A the request for the use of the ruler disrupts the discussion on attributes, while two members of Group B continue to discuss the inclusion of attributes to their shortened list ("good attitude"). This confirms the extent that the authorial voice of the learner facing the camera in Group B has been shut down, and the Group B discussion continues without his contribution.

Applying a heteroglossic perspective to Group E's discussion, a communication breakdown is experienced within this group partly due to the centrifugal force of intercultural demographics of the participants overpowering the centripetal force of the allocated task. While the two Nepalese learners in Group E remain focused on the task of creating a shortened list of customer service attributes, the two Punjabi learners are having a conversation on the side regarding personal interests. Group E found a common ground across Punjabi and Nepalese by communicating in broken English-Punjabi-Nepalese, but the centrifugal force of personal

concerns regarding work and accommodation for the Punjabi learners lead to the discussion breaking down into two separate conversations. “An interpersonal encounter becomes an intercultural encounter when cultural differences are perceived and made salient either by the situation or by the individual’s own orientation and attitudes” (Council of Europe, 2014, p.16). Bryson and Hardy (2009) state that group work is a problem across the education sector, whether mono or multicultural groups, “due to the varying levels of student contribution and differing ways of working, but when the group is multicultural these problems are amplified” (Bryson & Hardy, 2009, as cited in Hardy, et al., 2013, p.362). On this basis, I assert that the intercultural communication required from members of Group E amplified the centrifugal forces, leading to alienation or disengagement from the set task for two of the learners.

Reviewing the polyphonic perspective overall, it is evident that the learners’ search for AD acts as centrifugal force, with members from all group disengaging with the task of creating their poster, to follow the tutor’s actions. The centrifugal force is turned into a centripetal force when the group decides whether the AD alters, enhance or disrupts the authorial voice of what they are already creating as a group. In both group A and B the note taker and wearer of the mobile eyewear dismisses the AD of the example posters, while another member of the group seeks to introduce attributes based on faith in the authority of this AD. The polyphonic footage shows that centripetal forces unify the group around the task, learning or discussion, and support engagement for international learners, while the centrifugal forces aim to alienate or disengage learners.

4.6. Summary of Results

Chapter four has presented the key heteroglossic moments that constitute engagement and alienation for these international learners. Taken together they provide evidence of these learners' need for authoritative discourse (AD) in developing their own authorial voice, as well as the clash between authorial voices within the group work environment. Dialogic moments, where centripetal forces are stronger or in balance with centrifugal forces, support international learner engagement. This is evidenced in the early stages of the classroom discussion (key moment 1) where centripetal elements such as the tutor's challenge to the class, use of English, positive affirmation, laughter and non-English clarifications all serve to unite the classroom discussion around the purpose of generating a list of attributes associated with a good employee.

However, this international setting was not merely subscribing to one discourse. In key moment two, for example, alienation or disengagement is evident and this seemed to be apparent when the centrifugal force of internally persuasive discourse (IPD) was dominant. Learners accessed multiple languages in developing their response to the tutor's question, requiring additional time to formulate a contribution. On this basis, I argue what might typically be interpreted as alienation in the classroom, from a behavioural perspective, represents the alterity of complex translanguaging during cognitive engagement. IPD relies on the learner's ability to make meaning from one language to another within the context of the subject lexicon, and in this instance, the additional time required to develop a response acted as a centrifugal force on classroom discussion.

AD which act as centrifugal force at the outset becomes a centripetal force based on faith in the authority of the source. For instance, the authority of the expected outcome as illustrated through samples of posters from a previous class act as centrifugal force at the outset for groups, as it introduces a new perspective on the set task. However, for most groups, the centrifugal force becomes a centripetal force as the group makes meaning for themselves from the AD and either dismiss or adapt it to their own needs. The AD provided by the tutor carries greater weight, it appears, than example posters.

The fifth key moment showcases non-verbal AD in the form of tutor actions. The polyphonic view supports the conclusion that engagement is related to the centripetal forces; while alienation relates to the centrifugal force at work in discussions. What is introduced as AD, is however, weighed and measured by learners in their quest to develop their own authorial voice, and becomes a necessary and valued component of their engagement with learning. The development of group response often reflected the authorial voice of the note taker and for most groups the learner who wore the mobile eyewear, selected the short list of attributes and designed the poster for the group. The results provide insights into group work dialogue for international learners and are discussed in greater detail in the next chapter.

5. Implications of a Dialogic Perspective to Learner Engagement

Having explored the details of results in Chapter four through evidence from five key moments to illustrate behavioural engagement, alienation, authorial voices colliding, the learners' search for authoritative discourse (AD) and a polyphonic perspective on the heteroglot, Chapter five now discusses the implications of having a dialogic perspective to learner engagement. Factors that lead to alienation or engagement are explored. Suggestions for further research will be made as the current exploration of international learner engagement within the private tertiary establishment (PTE) opens a dialogue with the past and future. Although the results discussed may not apply to all international learners in PTEs across New Zealand, the broad themes that emerge do point to aspects of international learner engagement that are likely to be relevant to tutors and education providers of similar cohorts, and perhaps beyond.

5.1. Dialogic Events That Support International Learner Engagement

When revisiting the research question, "which dialogic events during classroom discussion support engagement for international learners in private tertiary establishments (PTEs)?", the analysis shows that dialogic moments that incorporate authoritative discourse (AD) support engagement for international learners in the private tertiary establishment (PTE). The data shows that international students from the Indian sub-continent seem to actively seek AD in developing their authorial voice, and learners feel alienated from the learning process if the expectation and requirements of the tasks are unclear. The need for confirmation from AD that the next step in developing their own authorial voice is correct is a strong motivator for engagement in learning for international learners.

The analysis also shows that a student directed learning approach that requires knowledge to be generated rather than received is not a comfortable fit for all learners. The results show that the stimulus of a brainstorm activity and subsequent poster design deliberately introduces centrifugal force to inspire learners to think about the topic, in this case

customer service expectations, in a different way. In this instance, the tutor attempts to provide a centrifugal force to stimulate thought and individual meaning-making within the classroom environment. The learners assign considerable gravitas to the tutor's discourse having faith in the authority of his AD. The tutor aims to introduce a centrifugal force by challenging learners' thinking, requesting learners to close their textbooks, and the learning outcome for this lesson was based on learners concluding that they are capable and knowledgeable enough to complete the set task within the context of an upcoming assignment.

Based on the results it is probable that these international learners from the Indian sub-continent require the stimulus and expected outcome for classroom activities and group work tasks clearly explained, as student directed learning seems to be an unfamiliar approach to education. Their expectations regarding tuition seem to be founded on teacher directed learning that leaves little room for guessing, and adopts a more lecture-style approach to classroom learning. This is, however, not proposing a return to monologism, which opposes pluralism and relies on a single remote authority as described by Shields, but rather a recognition of the need for a directive approach and learners use of various ADs in compiling their authorial response (Shields, 2007). This result is further reinforced by the need to secure the correct answer before contributing to classroom discussions. This could be a function of learners' educational history, with teacher directed pedagogy more familiar to international learners. Confirming this result would, however require a comparative study between Indian and New Zealand PTE which is outside the scope of this thesis.

In general, centripetal forces, evident in this thesis, belong to the international learners, as they actively seek the unifying elements in discussion and overall learners seem more engaged in the classroom interaction where centripetal forces outweigh the centrifugal forces. The centripetal forces identified relate to positive affirmations and AD that approve of learner attempts. International learners seem to require a safe environment with constructive critique of their contributions, clear directive

on task requirements and peer-group acknowledgement of authorial voice to engage with learning.

In this thesis, centrifugal forces belong to the tutor in his role as challenger to the status quo of the learners' thinking, through his AD as he checks in with each group and through response to learners' questions. Centrifugal aspects such as personal technology (smartphones and laptops) distracted learners from the classroom interaction. The presence of video recording equipment and a non-participant observer also serve as centrifugal forces in this thesis.

Overall the authorial voice of the tutor aims to stimulate learners to generate their own learning through group work. The tutor's attempt to introduce the centrifugal forces to get learners to think outside the probable range introduces a new level of expectations, which the learners then aim to unify towards. Based on the results from this thesis it can be argued that learning support for international learners from the Indian subcontinent might need to be more directive in tone than what is required for other learner cohorts, as they actively seek to unify around the AD. The use of examples to direct an outcome, and technological resources, could provide additional assistance for international learners in their process of meaning-making.

Engagement for international learners is not easily observed, nor is perceived disengaged behaviour alienation from learning. The cognitive aspects of engagement need to be acknowledged and the socio-cultural factors seem to be key to engagement for international learners, as learners bring various perspectives to the classroom in the multicultural environment.

Overall the role of the teacher is confirmed as key to learner engagement and the international learners place great store to the authority of the expert, whether this is the tutor, the textbook, samples of work from other classes, or their peers. In their critical evaluation of the strengths, weaknesses, and gaps in the literature on affective, behavioural and cognitive engagement of learners, Fredericks, Blumenfeld and Paris state that learner engagement becomes less context dependent at the tertiary

level, due to the non-compulsory nature of higher education (Fredricks, Blumenfeld, & Paris, 2004). This thesis shows that this does not necessarily hold true for international learners from the Indian sub-continent, despite being in tertiary level study, as these students are sensitive to socio-cultural context studying in a foreign country, in a foreign language within a PTE. The concept of non-compulsory education also does not necessarily translate within a socio-cultural context for these learners given the expectations from their families to participate and succeed in tertiary education.

The unique way that international learners negotiate their levels of engagement and disengagement through use of multiple languages are highlighted through this thesis. With the emphasis on English competence in the PTE, the translanguaging skills of learners in group work and intercultural competence of learners are often overlooked. In terms of translanguaging, international learners have a capacity to use a third or fourth language to communicate their ideas. In the tri-lingual situations English-medium was not the language of choice, but rather communication in group work rely on a blend of broken English, Punjabi and Nepalese. Learners seem to be working particularly hard at establishing communication across language barriers, and in the process of establishing a communication channel, the depth of their conceptual understanding seems to be lost. Learners' insights into the topic of discussion are also not evident from outside the non-English discussion to English only speakers, leaving the tutor at a disadvantage in a multi-lingual international classroom environment.

5.2. Group Work Interaction

The use of group work to engage students in learning is a well-known technique used in education (Frey, Fisher, & Everlove, 2009; Bruffee, 1993). Learners support the use of group work for the perceived practical benefits and opportunity for hands-on learning that it allows. Group work also offers a more intimate discussion regarding the subject material and analysis show a collision in the authorial voices of group members' impacts engagement. A dialogic moment where there is agreement

between authorial voices support engagement for learners within group work, while disagreement and lack of acknowledgement of the alterity of response seems to lead to alienation for learners.

Based on the results, it is evident that the group authorial voice takes its lead from the authorial voice of the note-taker and poster designer overriding the other members of the group for most groups. Engagement is strengthened where the centripetal force of a safe, non-judgemental environment is created, but it appears that this is not always achieved within group work discussions among peers, as evidenced in key moment four.

When authorial voices collide (an expected outcome for group work interaction), belief in the authority of the tutor's authoritative discourse (AD) overrides the authority of any other authoritative discourse, such as the example posters. The collision in belief regarding which AD holds the greatest authority lead to the alterity of some group members being shut down in some instances.

As alienation or disengaged is most evident in both the groups who were required to communicate across the English-Punjabi-Nepalese language barrier, the results seem to indicate an increase in centrifugal force when cultural group dynamics are more complex. However, as discussed in the next section, what is interpreted as alienation from a behavioural perspective could be cognitive engagement, with translanguaging requiring a different level of interaction from learners.

5.3. International Learner Alienation

Based on the results, it is evident that alienated or disengaged behaviour can be a misinterpretation of alterity. The cultural difference between observer and participant (or in the classroom, tutor and learner) opens the possibility of misinterpretation and subtle cues to engagement are often misread. This adds another layer of complexity to the already multi-layered concept of learner engagement, but caution is advised in all intercultural situations to ensure that a truthful interpretation of events is recorded.

Based on the results, alienation for international learners seems to relate to instances where centrifugal forces overpower the centripetal forces. Learners are distracted by communication technology in some instances, but language barriers and the understanding of verbal instructions also serve as key centrifugal forces. Listed below are examples of centrifugal forces identified in this thesis.

- **Communication technology**, most notably smartphones and tablets with millennial learners drawn to using technology for communication, in learning, and using the resource as an extension of the classroom. Analysis of the results support implementing the use of communication technology in content delivery to enhance engagement, as learners are drawn to the potential of new technologies, especially amongst millennial learners.
- **Language barriers**, especially in multilingual situations where communication in broken English-Punjab-Nepalese leads to a superficial discussion of ideas. The results show that the need to establish a common vocabulary in some instances proved too difficult, resulting in a communication breakdown, and subsequent disengagement with the task and subject. In these instances, other centrifugal forces such as personal concerns and technology easily distracted learners resulting in alienation from the set task.
- **Misunderstanding verbal instructions** regarding expectations and task requirements highlight the need for directive instructions for international learners. Evidence shows that learners use translanguaging skills to make meaning of verbal instructions and as such these could be supported with a more directive approach detailing the expectations of the required outcome for learners to engage with the task through visual and written cues.

In addition, personal concerns and the unique socio-cultural stressors experienced by international learners in a foreign country under foreign laws, and learning a new subject should also be considered. Learners reflected that alienation could stem from their personal circumstance as much as the classroom events and tutor approach to teaching, could lead to a lack of interest or alienation from the subject.

5.4. Suggestions for Future Work

During the group recall interview, learners were invited to raise any concerns regarding this thesis. There was strong interest from the learners in conducting a comparative study contrasting tutors' praxis and classroom discussion between subjects. Reflecting on the request, learners seemed to think there was a marked difference in learner engagement driven by the difference in complexity of subject material, for example learner engagement in Accounts versus Customer Service Management. Learners also indicate that a marked difference in tutor approach to these subjects leads to a difference in engagement. With the complexity of learner engagement as subject material and the importance of the tutor's role established as per the current literature, comparative research could be of interest to the private tertiary establishment (PTE).

Engaged behaviour for international learners does involve an increase in non-English discussion. The increase in non-English discussion stems from an intrinsic need to verify a response before contributing out loud to ensure the English response is appropriate in terms of word selection and content. Non-English use for international learners seems to be about translanguaging being a flexible use of multiple languages.

Cognitive engagement can be masked as behaviour that seems to indicate alienation, with learners requiring time to think about the requests and expectations posed by the tutor. Active responsive understanding in this thesis might appear to be inactive to the casual observer, but as Bakhtin states "responsive understanding is a fundamental force, one that participates in the formation of discourse, and it is moreover an active understanding, one that discourse senses as resistance or support enriching the discourse" (Bakhtin M. , 1981, p. 280). Based on the results it is evident that learners require additional time to develop their response to the stimulus of requirement, as they are experiencing the resistance or support of their own understanding in the process of classroom interaction. Alienation could therefore be the alterity of international learners with the ability to think in another language while blending languages in a translanguaging situation across diverse concepts requiring additional time.

The authoritative discourse (AD) introduced by the tutor reinforces how important the role of the tutor is to international learners. Learners actively seek out AD from the tutor to approve their contributions and attempts, even when working in group situations where the set task requires learners to develop their own authorial voice. Learner engagement, seems to require a high level of interaction between the tutor and international learner, and the relationship is paramount for learners' meaning-making process. Although not developed further in this thesis, greater understanding of double-voicedness and the importance of mimicry in language acquisition for international learners in the PTE would be worth further exploration to understand the role of the tutor's language for international learner engagement.

Moments of authorial voices colliding were evident with learners able to hold their own in other languages. Learner thought processes and engagement with the subject material and tasks are established, but as most of their debate is not in English, the level of learner understanding is not always evident in classroom interactions. The results suggest that international learners require additional support in developing English competence to express their thoughts in English at a similar level to what learners can debate in other languages. There is also scope and opportunity for tutors to access the non-English discussion, even if only through translation technology, and PTEs could look at developing opportunities of multilingual discussion on subject material to build tutor capacity.

The polyphonic view not only provides an opportunity for the social science researcher to go beyond the observer perspective, but also provides an opportunity for participants to view themselves from another person's perspective. The polyphonic view reinforces the distinct similarity in learner behaviour, especially with regards to seeking AD from the tutor and the prevalence of writing in group-work discussions. Accessing perspectives that relate to another's visual surplus opens a world beyond one's own point of view. In education research, access to another's visual surplus is invaluable to develop an enhanced perspective of engagement in the classroom, and necessitates a reflective practice that allows the

participant to review the results to ensure observer bias is not overlaid on the results without establishing the truth of the other person's perceptions. As such the polyphonic video research methodology is a complex and in-depth exploration of perceptions, and not applicable to research that requires a quick overview of the results.

Comparative research on the Punjabi, Nepalese and New Zealand secondary school teaching and learning style should also be considered as learners' education history inform their expectations of tertiary education. Familiarity with a learning system that allowed learners to listen to lectures, memorise facts and then provide evidence of their knowledge through a test or exam seems to be the basis of Indian learners' expectations. Learners were less familiar with a teaching style that sought engagement with the material and required learners to generate rather than receive knowledge. However, a similar concern exists for all school-leavers entering tertiary education, with a greater need for autonomy in learning required at higher levels of education, irrespective of language or culture. Reluctance to engage with the subject material is a complex research area that could form the base of a comparative study, highlighting the differences and similarities between teaching and learning styles across the New Zealand, Punjabi and Nepalese cultures.

5.5. Summary of Discussion

Positive authoritative discourse (AD) and teacher directed learning function as dialogic events that enhance international learner engagement in the private tertiary environment (PTE). Learners' actively seek out AD while developing their authorial voice, and the crucial role of the tutor for engagement is confirmed. Overall, the centripetal force belongs to the international learner as they blend multiple languages to support meaning-making, and strive to find the correct answer, even in open-ended debate where no right or wrong answer exists. Instances where the centripetal force overpowered the centrifugal forces lead to greater learner engagement and there seems to be a correlation between centripetal force and engagement, and centrifugal force and alienation that is worth further exploration.

Cognitive engagement is sometimes misread as alienation or disengagement in the multi-cultural classroom, with international learners requiring additional time to formulate their response and contribute to classroom activities. Internally persuasive discourse (IPD) often relies on translanguaging in developing response and this is an area that could be further investigated and developed to further explore alienation from the learners' perspective. Distractions that can lead to alienation or disengagement relate to readily available communication technology that brings influences from outside the classroom to the fore. Language barriers and miscommunication in language blending discourage the depth of the discussion for learners and increases the misunderstanding of verbal instructions of expectations and task requirements. Without the support of visual aids and examples learners actively seek the approval of the tutor's AD.

Chapter five discussed the dialogic moments in classroom interaction that support international learners engaging, as well as factors that seem to cause alienation in this thesis, leading to Chapter six concluding the thesis with a discussion on the significance of the research and the implications of the results.

6. In Conclusion

This thesis has argued that a dialogic approach to international learner engagement fits within the holistic perspective found in current student engagement literature looking at a process of meaning-making by applying a heteroglossic lens. Heteroglossia acknowledges the importance of alienation or disengagement by allowing for the alterity of a response. Dialogism, as defined by the Bakhtinian circle, allows the role of language in meaning-making to be analysed, where engagement is understood to be an active response. To this end heteroglossia is used as a lens to view the results, and unlock the centripetal and centrifugal forces at work for authoritative discourse (AD) and internally persuasive discourse (IPD) at work between international learners within the private tertiary classroom.

This thesis has shown that learner engagement within the private tertiary establishment (PTE) is best viewed from a holistic perspective that acknowledges the importance of the socio-cultural dimensions for international learners, their emotive response, and the cognitive aspects that they experience. A behavioural perspective on learner engagement does not allow sufficient consideration for the time required for translanguaging as practised by international learners, and as such moments of intense cognitive activity is often misread as alienation or disengagement within the classroom interaction.

The most apparent result from this thesis were the learners' need for confirmation from AD in developing their own authorial voice. Learners seek assurance that what they are producing is correct in several ways, with the most obvious being directly from the tutor. The polyphonic view confirms the importance of understanding the expectations of a task set, but also the reliance on examples of expected outcomes to support the meaning-making process for international learners. A dialogic perspective highlights the power struggle for learners in developing their authorial voice in group work, and their reliance on AD. Following the discussion of results and potential future research, Chapter six explores the significance of the research results in relation to current and potential audiences, as well as the implications for practice.

6.1. Significance of the Results

As outlined in the research method (section 3.5), the moment when the classroom discussion occurs became a dialogic event where the personal philosophy of learners, their expectations, prior experience and perceptions and the socio-cultural factors relating to their status as international learners in New Zealand, intersect with recording technology, the tutor's expectations, their own expectations, and the requirements placed on them by the private tertiary establishment (PTE). When heteroglossia is applied as a lens to this intersection of factors, it becomes clear that learners lean towards seeking the authoritative discourse (AD) as the centripetal force within classroom interactions. In comparison, the tutor aims to introduce centrifugal forces to challenge the learners' thinking and stimulate discussion yet, it seems, that this may not always be the most conducive approach to international learners' engagement, with learners actively seeking authoritative discourse to inform their authorial voice.

Exploring dialogic events within the multilingual tertiary environment provides an opportunity to identify centripetal and centrifugal forces that impact on international learner engagement. An analysis of the interaction between authoritative discourse (AD) and internally persuasive discourse (IPD) within the multilingual tertiary environment provides a unique perspective on the meeting of learners who are exposed to more than one educational approach, for example, teacher led education practiced in India compared with student directed learning practiced in the New Zealand PTE.

The results point to engagement being enhanced in interactions where the centripetal forces overpower the centrifugal, with learners actively seeking the centripetal force towards a complete and correct centre. The tutor through his AD, introduces centrifugal forces to stimulate learner response, which they through their IPD, turn into centripetal force through belief in the tutor's authority. The heteroglossic framework showcases a need from international learners for teacher directed learning, an active search for AD, to develop their authorial response (voice) and extensive use of translinguaging skills to develop their authorial voice. Busch

describes the heteroglossic approach as a dialogic multi-directional method of understanding the discussions that were taking place in the classroom, as “a heteroglossic approach not only implies acknowledgement of the presence of different languages and codes (raznojazycie) as a resource, but also entails commitment to multi-discursivity (raznogolosie) and multivoicedness (raznorecie)” (Busch, 2014, p. 37). It is this multi-discursivity that is evident in the PTE and enables the international learners to engage with the discussion.

The challenge Bakhtin provides is not to view centripetal forces as good or bad, but rather accept the possibilities that present when discord and collision is allowed, when learners agree to disagree and find acceptance for the diversity of opinion that exists in the multi-cultural classroom interaction. The results indicate the importance of acknowledging the diversity of authorial voices, especially in the context of group work. Bakhtin provides an alternative perspective on engagement by praising alterity “as a condition friendly to man”, as opposed to alienation, which in the context of Marxist writings of his time was considered negatively (Clark & Holquist, 1984, p. 70). The dialogic call to education is a call to view alienation not as an outcome to be avoided at all cost, but as alterity: an opportunity to develop a different perspective that helps all involved in education to understand otherness and entertain the yet unexplored point of view. Reflecting on international learner alienation in this thesis revealed a common misinterpretation of cognitive engagement as disengagement within the international classroom and additional time and space can unlock learning given the multilingual IPD of international learners.

6.2. Implications for Practice

The New Zealand tertiary environment is becoming increasingly multilingual, with a marked increase in export education. I would recommend intercultural communication and the importance of trans-lingual discourse to be uplifted within the tertiary curricula through developing targeted programmes, especially within the context of working in learner groups. Building the multilingual and intercultural competence of staff and tutors by raising awareness of the importance of peer to peer

conversations for international learners to engaging in their learning would be a worthwhile route for any tertiary institution to pursue to enhance international learner engagement. Based on the findings it is evident that international learners should be afforded the time to develop, but also opportunity to interact with peers in non-English to verify their response.

Through a dialogic perspective to education, the diversity of a multicultural demographic in the private tertiary establishment (PTE) is better understood, as an intercultural meeting where authorial voices often collide. Acknowledging and supporting translanguaging for international learners can support improvements in learner engagement. The translanguaging skills that the learners in this thesis show might be prevalent in other international classrooms, and although there is a strong emphasis on the improvement of English within the context of the New Zealand PTE, the importance of developing intercultural translanguaging skills for learners should not be overlooked. In explaining their interest in developing intercultural competence in education, the Council of Europe writes that individuals access their own multilingual competence in face-to-face intercultural encounters (Council of Europe, 2014). The definition of plurilingual competence is “their repertoire of languages and language varieties acquired in formal education and otherwise” (Council of Europe, 2014, p. 17). An awareness of the differing levels of competence in languages, and the “asymmetries of power differentials within the interaction” is required for intercultural competence as evident in group work discussions, especially for the multilingual interactions (Council of Europe, 2014).

6.3. Limitations of this Thesis

This thesis represented an enormous technical and ethical challenge because of what I interpret to be the fullest expression of participant engagement in the design of the project as well as the topic. Technically there were multiple layers of complexity which impacted on the findings. During the process of data collection only seven pairs of mobile eyewear recorders were available, which meant not all learners could be issued a pair on the day. Two pairs were of inferior quality and did not record any footage, while during adjustment of glasses to fit one learner switched off

his camera unwittingly as the recording device's on-off switch is in the arm. This was not known till after the data collection event, as the indicator light is quite small and hidden on the mobile eyewear recorder.

Converting the polyphonic view as video for upload through YouTube posed problems with audio synchronisation, resulting in an audio echo on the video playback. Audio recordings via video camera were unclear in some instances, and using individual microphones for future studies is recommended, especially if language is a key focus of the study. As with the mobile eyewear recorders, current technology on video publication is still being developed and cost prohibits access to more advanced sophisticated technologies. I anticipate that further technological advancements (e.g. Google glasses, gaze tracking technology, etc.) will make research of this nature much easier soon.

An important consideration in research involving video recording to capture visual perspectives on participants is the impact of the recorder gear on participants. In this thesis, the mobile eyewear recorders served as a centrifugal force for most learners, being a distraction within the context of a typical lesson. However, the recorded video footage became a centripetal force when viewed by participants in the group recall interview. Any research involving video perspectives should take the potential impact of recording equipment into consideration.

As data collection was limited to one morning the results do not measure the growth and development of learner engagement with the subject over time. A longitudinal study of international learner engagement would support the development of curriculum and pedagogical strategies that could be applied in more than one organisation. Although this research was done with a select sample there is scope to expand the results to similar samples in other PTEs and/or at the minimum apply the results to the other branches of the same PTE.

6.4. Concluding Comments

This thesis set out to explore international learner engagement and alienation within the context of the private tertiary establishment (PTE). The dialogic approach to this complex topic provided an opportunity to analyse the interaction between learners from different nationalities through a heteroglossic lens that allows for agreement and disagreement between parties, and the results point to the wider fields of intercultural competence, multicultural pedagogy, linguistics and language acquisition for further study.

As Moraes states, international learners are rebuilding their consciousness, as “a second language cannot be seen as a ready thing to be swallowed, because language as well as consciousness exists in a process of ‘transforming’ and ‘becoming’” (Moraes, 1996, p. 74). I conclude that international learners’ engagement is evidenced through the transformation and becoming of their responses, and their engagement hinge on a dialogic understanding of what this process involves. As Werder and Skogsberg (2013) state, the “process of meaning-making is what education is about, and through our embodied, dialogic embracing of it, we stand to truly engage our students as active co-constructors of our institutions and larger scholarly missions” (p. 141).

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Appendix 1: Management Consent Letter

Attention: XXX

Date: 25 October 2016

Master of Education Thesis Project: Ronél Morgan

A dialogic inquiry into international learner engagement in New Zealand private tertiary establishments.

Dear Sir/Madam

I am writing to attain your permission to conduct research at XXX, XXX. This research is conducted as requirement for my Master of Education thesis and has been granted ethical approval by the University of Waikato FEDU Ethics committee (application #FEDU105/16). My project explores moments in peer-to-peer conversations during formal class discussion that establish engagement for international learners.

The study aims to explore the unifying (centripetal) and dissonant (centrifugal) forces for peer-to-peer dialogue within the tertiary education classroom, to identify which aspects, contribute and/or detract from learner's engagement in the class.

The research will consist of recording one lesson, during the usual programme delivery, and should take no longer than an hour and a half. The lesson will be recorded via a 360-degree camera which will provide an overview of the class discussion. At the same time, individual learners will be invited to wear mobile eyewear (glasses) to record their perspectives on peer to peer conversations during classroom dialogue.

The most appropriate classroom will be a typical classroom within the XXX faculty for example,

1. XXX class, with the subject areas of human resource, corporate strategy, marketing management and/or organisational change potentially a good fit as these curricula elude to the research process, albeit from a corporate market research perspective.
2. Have a maximum of 25 attendees, but reflect the usual learner numbers.
3. Represent the broad demographic profile of learners.

This letter invites you to grant consent for me to approach one of your tutors for the project. As the research involve video and audio recording of classroom discussion, it is important that voluntary and informed consent from the tutor be secured. I will also require access to the relevant documents or sources, such as text book pages, that learners used during the lesson.

After the lesson, learners will be asked to take part in a group recall interview where they will be given the opportunity to view the 360-degree video recording of the classroom discussion. This recall interview will be audio recorded and the information collected will be used to develop the analysis framework for the study. It is anticipated that the group recall interview will be an hour and a half in duration.

From a privacy and personal security perspective, access to all recorded material, whether video or audio will be limited and restricted to the context of this research study, with the recall group interview access to the 360-degree recorded material the only opportunity to review the material outside of the original recording environment.

Participation in the research study is voluntary, and if learners do not wish to take part they will need to be provided with access to an alternative classroom to attend their lesson as per usual. This might require that the tutor deliver the same lesson a second time, but no additional time will be required from the tutor. Non-participation in the research should not have any negative impact on learner attendance or academic record. The details regarding alternative arrangements for non-participants should be confirmed with you once the level of interest from learners is known.

The information collected will be used by me to write a report for the credit of a specific paper. It is possible that articles and presentations may be the outcome of the research, and as the information is collected in video format these publications will include screenshots and snippets from the recorded material. Only myself and my supervisor will be privy to the notes, documents, recordings and written material, but once published, video snippets of the classroom dialogue will be available for viewing via the University of Waikato research commons, as well as through an open source online journal, the *Video Journal of Education and Pedagogy*.

This means images, and snippets of the classroom dialogue will be made available for viewing by anyone who reads the report in either publication. Consent to use their images in reporting will be sought from all participants prior to publication. A link to the published findings can be sent to you, once available, if you wish to receive it.

I will keep transcriptions of the recordings, with the original video and audio footage on record for five years on one the University of Waikato servers. No participants will be named in the publications but due to the nature of video recording it will not be possible to disguise everyone's identity.

All participants in the study have the right to:

- Refrain from answering any question, but are not able to withdraw from the study once recording commenced.
- Review the recorded information from the 360-degree camera, with the view to reflect on the research process.
- Ask any further questions about the study that occurs to them during participation.
- Be given access to the published findings when it is concluded.

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Appendix 2: Participant Information Sheet

Master of Education Thesis Project

A dialogic inquiry into international learner engagement in New Zealand private tertiary establishments.

Purpose

This research is conducted as requirement for a Master of Education thesis. This project requires the researcher to choose a topic and conduct research on the topic through using surveys or interviews or a combination of the two techniques. In this case the researcher selected to collect data via video recording and a group interview with all participants.

What is this research project about?

This research is exploring which moments in classroom dialogue establish engagement for international learners in the private tertiary environment. The study aims to identify unifying (centripetal) and dissonant (centrifugal) forces at work during classroom discussions. While the classroom dialogue will be captured as a whole through the use of a 360-degree camera, your individual perspective will be recorded via mobile eyewear (glasses), which will capture your voice, as well as the direction of your gaze.

What will you have to do and how long will it take?

In this case one of your classes will be recorded via a 360-degree camera mounted in a central location, while your personal point of view will be recorded via mobile eyewear (glasses). Your tutor will be delivering a lesson, as per the scheduled learning programme, which requires you to participate in class as per usual. This should take no longer than an hour and a half.

After the lesson, you will be asked to take part in a group recall interview where you will view the 360-degree video recording of the classroom discussion. This group interview will be audio recorded and the discussion will be used to better understand what events during the lesson made you feel drawn to or pushed away from the topic.

What if I do not wish to participate?

Participation in the research study is voluntary, and if you do not wish to take part you will be provided with access to a classroom and tutor to attend lessons as per usual. If you do not wish to take part in the research, this will not have any impact on your attendance or academic record. The details of when and where the alternative lesson will be held will be announced once we know how many learners will be participating in the study.

What will happen to the information collected?

The information collected will be used by the researcher to write a report for the credit of a specific paper. A translator and/or transcriber will be required to view the raw data to

create a written verbatim record in English for analysis purposes. As third party, they will be required to sign a confidentiality form which stipulates strict regulations regarding access to the material. It is possible that articles and presentations may be the outcome of the research, and as the information is collected in video format these publications will include screenshots and snippets from the recorded material.

Only the researcher and supervisor will see the notes, documents, recordings and written material, but once published video snippets of your classroom dialogue and recordings from the mobile eyewear will be available. This means your image, and snippets of the classroom dialogue will be made available for viewing by anyone who reads the report in either publication. If your image is part of the video material that is selected for publication the researcher will email you to set up a time to view the video before it is released. You will be contacted by the researcher to review the video footage, and by association the sub-titled translation, before publication, at which time you will be required to provide written consent to use the material. This is so that you can make sure that you are comfortable with the images and response that is shown. If we cannot reach you or you are not willing to give consent at that time your image will be digitally masked (blurred) or that specific video snippet might be excluded from the report. Once the report is published a link to the findings can be sent to you if you wish to receive it.

Afterwards, all notes and documents will be destroyed. The researcher will keep transcriptions of the recordings, with the original video and audio footage kept on record for five years on one the University of Waikato servers. No participants will be named in the publications but due to the nature of video recording it will not be possible to disguise everyone's identity.

If you take part in the study, you have the right to:

- Refrain from answering any question, but you are not able to withdraw from the study once recording commenced.
- Review the recorded information from the 360-degree camera, with the view to reflect on the research process.
- Ask any further questions about the study that occurs to you during your participation.
- Be given access to the findings from the study when it is concluded.

If you have any questions or concerns about the project, either now or in the future, please feel free to contact the researcher in the first instance. If you have no further questions, please complete the student consent form.

Ronél Morgan

Researcher

rm205@students.waikato.ac.nz

Associate Professor Jayne White

Supervisor

whiteej@waikato.ac.nz

Appendix 3: Tutor Consent Letter

Attention:

Date:

Master of Education Thesis Project: Ronél Morgan

A dialogic inquiry into international learner engagement in New Zealand private tertiary establishments

Dear Sir/Madam

I am writing to obtain your permission to conduct research in your classroom. This research is conducted as requirement for a Master of Education thesis and has been granted ethical approval by the University of Waikato FEDU Ethics committee (application #FEDU105/16). This project will explore moments in peer-to-peer conversations during formal class discussion that establish engagement for international learners.

The study aims to explore the unifying (centripetal) and dissonant (centrifugal) forces for peer-to-peer dialogue within the tertiary education classroom, to identify which aspects of dialogue contribute and/or detract from learner's engagement in class. The research will consist of recording one lesson, during the usual programme delivery and should take no longer than an hour and a half. The lesson will be recorded via a 360-degree camera which will provide an overview of the class discussion, while individual learners will be invited to wear mobile eyewear (glasses) to record their perspectives on peer to peer conversations during classroom dialogue. I will also require access to relevant documents or sources, such as text book pages used during the lesson, for the research context.

Participation in the research study is voluntary, and if learners do not wish to take part in the lesson being recorded, they will need to be provided with access to an alternative classroom to attend lessons as usual. This might require you as tutor to deliver the same lesson to pupils who did not participate in the research, a second time, but the details can only be clarified once the level of participation is made known. No additional time will be required from you as tutor of the class. Non-participation in the research will not have any negative impact on learner attendance or academic record.

After the lesson learners, will be asked to take part in a group recall interview where they will be given the opportunity to view the 360-degree video recording of the classroom discussion. This interview will be recorded and the information collected will be used to better understand how international learners engage with their subjects in New Zealand classrooms. Access to all recorded material, whether video or audio will be limited and restricted to the context of this research study, with the recall group interview access to the 360-degree recorded material the only opportunity to review the material outside of the original recording environment. Participation in the group recall interview is also voluntary.

The information collected from both the lesson and group recall interview will be used by me to write a report for the credit of a specific paper. A translator and/or transcriber will be required to view the raw data to create a written verbatim record in English for analysis purposes. As third party, they will be required to sign a confidentiality form which stipulates strict regulations regarding access to the material. It is possible that articles and presentations may be the outcome of the research, and as the information is collected in video format these publications will include screenshots and snippets from the recorded material.

Only myself and my supervisor will be party to the notes, documents, recordings and written material, but once published video snippets of the classroom dialogue will be available for viewing via the University of Waikato research comments as well as through an open source online journal, the *Video Journal of Education and Pedagogy*. This means images, and snippets of the classroom dialogue will be made available for viewing by anyone who reads the report in either publication. As the tutor for the lesson, this will include incidental footage of yourself interacting with students during the course of the lesson. You will be contacted by the researcher to review the video footage, and by association the sub-titled translation, before publication, at which time you will be required to provide written consent to use the material,

The researcher will keep transcriptions of the recordings, with the original video and audio footage kept on record for five years on one the University of Waikato servers. No participants will be named in the publications but due to the nature of video recording it will not be possible to disguise everyone's identity.

All participants, including yourself and the learners, in the study have the right to:

- Refrain from answering any question, but are not able to withdraw from the study once recording commenced.
- Review the recorded information from the 360-degree camera, with the view to reflect on the research process.
- Ask any further questions about the study that occurs to them during participation.
- Be given access to the final findings from the study when it is concluded.

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Ronél Morgan

Researcher

Rm205@students.waikato.ac.nz

Associate Professor Jayne White

Supervisor

whiteej@waikato.ac.nz

By signing the following consent form (please select all that apply):

- ☐ I agree that one “typical” lesson in my classroom can be recorded via a 360-degree camera.
- ☐ I agree that my image be incidentally recorded via mobile eyewear (glasses) worn by students during this lesson.
- ☐ I agree to my image being used to illustrate findings in published reports, and understand that the researcher will contact me again to view the selected video material prior to publication to confirm consent.
- ☐ I wish to receive a link to the published results once available.

Signed: _____

Name: _____ Date: _____

Email: _____
(only provide email details if you wish to receive a link to the final published results)

Appendix 4: Learner Consent Letter

A dialogic inquiry into international learner engagement in the New Zealand private tertiary environment.

Please select all statements that apply to you.

1	I have read the Participant Information Sheet for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time during the study.	
2	I understand that I am free to withdraw from the study before (date of fieldwork to be confirmed). I understand due to the nature of video research I am unable to withdraw any information I have provided, whether in audio, video or written format after this date.	
3	I understand that due to the nature of video research anonymity cannot be guaranteed as the recorded footage, whether video or stills will be used for analysis and illustration of findings. Pseudonyms (false names) will be allocated to participants to safeguard privacy.	
3	I understand that I have the right to decline to answer any questions during the research study.	
4	I agree to provide information to the researcher under the conditions of confidentiality set out on the Participant Information Sheet .	
5	I agree that our classroom dialogue can be recorded via a 360-degree camera. I understand that if I do not agree to this recording an alternative classroom will be made available for me to continue my studies as per usual, and this will have no impact on my academic or attendance record.	
6	I agree that my individual responses can be recorded via mobile eyewear (glasses) and understand that my responses might be translated to English if in another language. I understand that this means I will be issued with a set of mobile eye-wear glasses on the day to wear for the duration of the lesson (hour and a half)	
7	I agree to be recorded via mobile eye-wear (glasses) by other learners during our classroom discussion.	
8	I agree to have our recall group interview audio recorded for analysis purposes when reviewing the 360-degree video.	
9	I agree to my images and responses being used to illustrate findings in published reports. I understand that if this is the case the researcher will contact me again to view the video snippets before publication and obtain my consent.	
10	I agree to participate in this study under the conditions set out in the Participation Information Sheet .	
11	I wish to receive a link to the published results once available.	

Signed: _____

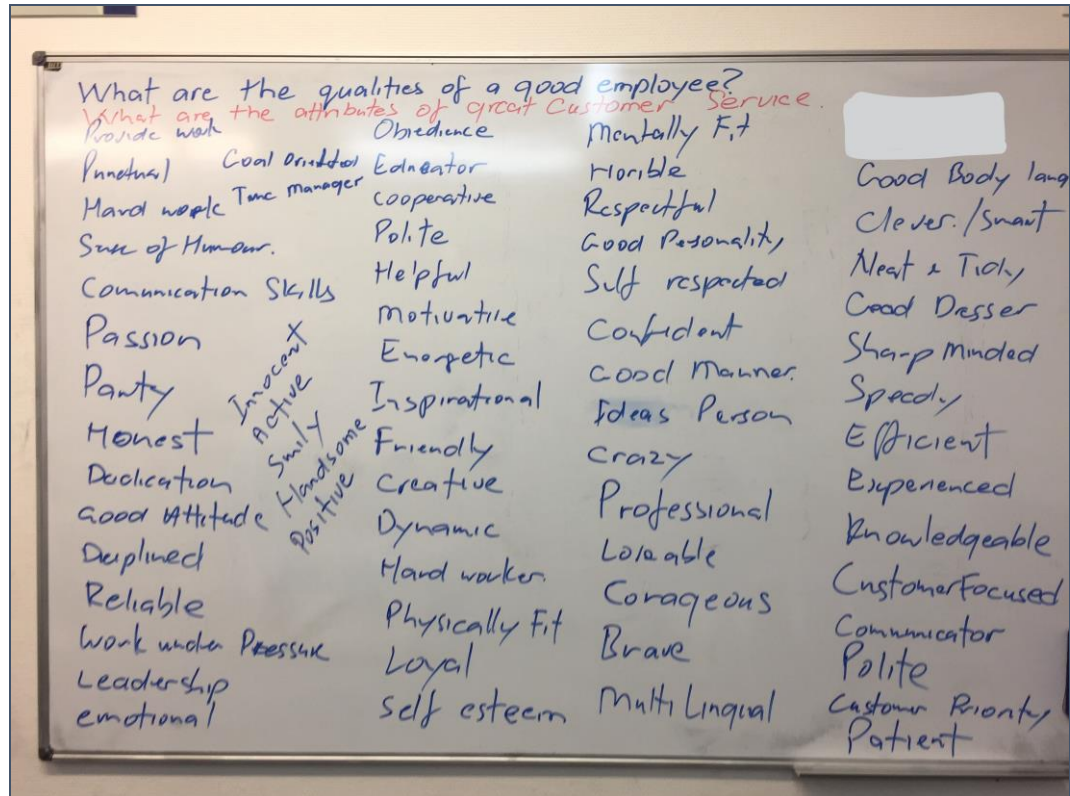
Name: _____

Date: _____

Email: _____

(only provide email details if you wish to receive a link to the final published results)

Appendix 5: Output from Brainstorm Activity



Appendix 6: Group B-Poster

